NEA Today
January 1997
Vol. 15, No. 5
Washington, D.C.
The Newspaper for Members of the National Education Association

It's a Small World With a Lot of Hate

Connie Davidson gets real about teaching tolerance.

See page 4

NEA Today

January 1997
Volume 15, Number 5

Publisher
Sam Pizzigati

Editor
Bill Fischer

Assistant Editor
Stefanie Weiss

Production Coordinator
Ann Marie Bohan

Section Editors
Dave Winans, *Newsmakers*
Karen Gutloff and Anita Merina, *Learning*
Leona Hiraoka, *Life*
Stefanie Weiss, *Voices*

Staff Writers
Diane Dismuke, Victoria Lytle

Advertising Coordinator
Suzanne Wade

Classified Advertising
Sherida McGhee

Publishing Center Manager
Lorraine Buckland Wilson

Production
Marsha Blackburn, Alice Trued

Editorial Interns
Alejandro Cabrera, Dax Oliver, Muthoni Wambu

Art Direction
William J. Kircher & Associates

NEA on the Web
http://www.nea.org

NEA Today Local Editor Advisory Board
Philip Bowser, Roseburg Education Association (OR); Michele B. Casey, Cumberland Valley Education Association (PA); Bob Carroll, District 65 Educators' Council (IL); Suzanne H. Emery, San Diego Teachers Association (CA); Bill Harshbarger, Mattoon Education Association (IL); Don Mack, Albany County Education Association (WY); Susan Pettengill, Freehold Regional High School Education Association (NJ); Diane Stadler, Vacaville Teachers Association (CA)

NEA Today (ISSN 0734-7219) is published nine times a year, monthly, October, November, January, February, March, April, May, and biweekly in September by the National Education Association, 1201 16th St., N.W., Washington, DC 20036-3290.

Periodicals postage paid at Washington, DC., and additional mailing offices. Postmaster: Send address changes to NEA Membership Records, Attn: *NEA Today* Address Change, 1201 16th St., N.W., Washington, DC 20036. Telephone: 202/822-7207.

Advertising within *NEA Today* is screened, but the publishing of any advertisement does not imply NEA endorsement of the product or views expressed.

® GCU 1097M

recycled paper

This Spitball Didn't Stick

President's Viewpoint

School employees are hardly strangers to spitballs. But the nasty wad hurled at us by Bob Dole in his speech at the GOP convention marked a new level of escalation. Remember his words? "If education were a war, you would be losing it," he said. "If it were a business, you would be driving it into bankruptcy."

As we now know, these ill-advised insults backfired on the Republican candidate. They ensured that hundreds of thousands of school employees were "mad and mobilized" throughout the fall campaign. What's more, former Senator Dole's attack rang false with most Americans. The spitball didn't stick. Why?

Ironically, the answer lies partly in the work of William Bennett, one of the campaign advisers who urged Dole to attack NEA. Several years ago, in an article titled "Quantifying America's Decline," Bennett noted that between 1960 and 1992, there was a 419 percent increase in out-of-wedlock births, a quadrupling of the divorce rate, a tripling of the percentage of children living in single-parent homes, and an increase in the average time Americans spend watching TV from five to seven hours a day.

Is it possible that these trends, with their profoundly negative consequences for all children, have also impacted the ability of American kids to learn in school? Indeed, is it possible that the positive gains in student achievement over the last decade—despite the social decay—are cause for praising public school employees rather than demonizing them?

The last decade has been a time of significant improvements in American public education. In 1982,

Joe Di Dio

Bob Chase

for example, a mere 14 percent of high school students completed a core block of rigorous academic coursework recommended by the U.S. Department of Education. By 1994, 51 percent did—and the percentage is rising steadily.

Two years ago, *Money* magazine did a survey of public school systems across the United States and concluded: "About 10 percent of all public schools—or about 2,000 nationwide—are as outstanding academically as the nation's most prestigious and selective private schools."

Revealingly, in seven of the 50 states, there is virtually no collective bargaining by public school employees. In short, no unions. It's hardly a coincidence that these seven states—all but one, West Virginia, located in the South—have been notorious for their underfunded education systems and for their low standing in national rankings of student achievement.

In recent years, pro-education Southern governors—notably Zell Miller in Georgia and Jim Hunt in North Carolina—have energized their states' academic performance by, in effect, doing the job that unions perform elsewhere: insisting on decent pay to attract and retain quality teachers, pushing for higher academic standards, and prodding state legislatures to boost investments in education.

And what about the superb public school systems we envy in countries such as Germany, France, and Japan? You guessed it: They all benefit from strong school employee unions.

Yet despite this evidence, it would be foolish to claim that unions guarantee educational excellence. To do so would be the flip side of our critics' foolish claim that we "control" America's public schools.

But unions do give school employees a strong, unified professional voice that they use to make public education work. To take just one recent example, the California Teachers Association played the decisive role last spring in passing California's ambitious $771 million program to reduce K-3 class sizes to 20 pupils, down from as many as 40.

Ultimately, this commitment to helping kids is what separates public school employees from our critics. Most critics stand outside and throw spitballs. Public school employees—supported by our unions—stand inside schools and classrooms, courageously confronting the challenges of public education. The good news is that, in most of America's schools, school employees are winning.

Bob Chase can be reached via E-mail at BobChase@nea.org.

NEA at a Glance

NEA President
Bob Chase

NEA Vice-President
Reg Weaver

NEA Secretary-Treasurer
Marilyn Monahan

Executive Director
Don Cameron

NEA Executive Committee
Bob Chase, Connecticut
Reg Weaver, Illinois
Marilyn Monahan, New Hampshire
Marilyn Cross, Ohio
Eddie Davis, North Carolina
Lily Eskelsen, Utah
Dennis Van Roekel, Arizona
Denise Rockwell, California
Roger Sharp, Indiana

Did You Know. . .

That contributions to NEA-PAC, NEA's political action arm, fund TV and radio ads designed to expose the records of anti-public education members of Congress. In the 1996 elections, NEA-PAC ads appeared in four congressional races—and helped defeat incumbents in three of them. The anti-education incumbents—in Massachusetts, North Carolina, and Ohio—had voted repeatedly against the school lunch and student loan programs.

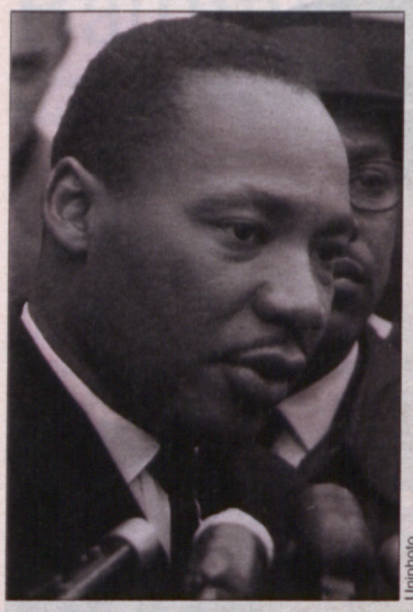
Reader Services

Need to change your address?
Please send your new address to the NEA Membership Records office.
By mail: NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.
By Fax: 202/822-7669.

Want to find an article from a back issue?
A searchable *NEA Today* article archive is available on America Online. Subscribers to America Online, please keyword: NEAToday.

Have an idea to share with the editorial staff?
By mail to *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.
By E-mail to NEAToday@aol.com.
By Fax: 202/822/7206.

NEA Today this Month



Uniphoto

Have a Dream?

To keep Dr. Martin Luther King, Jr. "alive for history," the members of Alpha Phi Alpha want to establish a King memorial in our nation's capital. A new law just signed by President Clinton authorizes them to begin a fundraising campaign and design competition to make their dream a reality. For details, check out the fraternity's Web site at http://www.apa1906.org.

Cover Story

4 Teaching Tolerance
California teacher Connie Davidson (below) knows that it takes a lot more than multicultural textbooks and holiday celebrations to teach tolerance to students. Davidson—and the three other NEA members featured—mix creative teaching methods with determination to bring the tough issues of intolerance out in the open. What they've learned may help you reach the kids in your classroom.

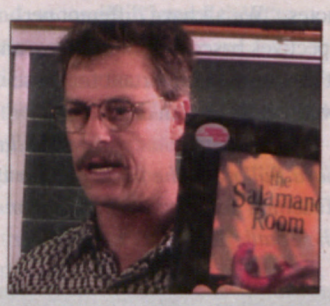
Cover photo by Bob Riha, Jr.

Newsmakers

7 At the National Level
Education played a decisive role in November's election. Here's a look at what's ahead for education in the next Congress.

8 In the Media
If your local paper slams public education, two Indiana teachers say fight back by writing back.

9 In the States
Thousands of California teachers—Randy Witt (below) is one—try smaller classes on for size and love it.



10 In the Community
NEA launches an Emergency Commission on Urban Children to look for solutions to the problems of inner-city schools.

11 At the Bargaining Table
When contract talks drag on for months—or even years—how do you hold it together? Two NEA local affiliates tell all.

Learning

14 Innovators
Historian Anthony Cohen (below) takes a trip on the underground railroad, stopping only to tell kids what he sees along the way.

18 Students and Strategies
Are principals necessary? Staffers at one Wyoming school run things just fine without one.

23 Health
School nurse Lynda Boyer-Chuanroong (below) explains how to immunize kids against hepatitis B—in school.

Life

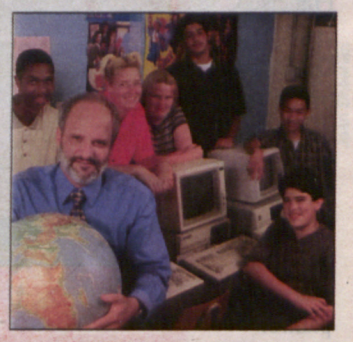
35 In the Light Lane
NEA members share the classroom moments, student antics, and miscommunications that make them smile.

36 People
Southern California teacher Lela Schlitz (below) uses a five-dog sled team to teach area kids about teamwork—and to join in the races.

38 Money
For NEA member Thelma Parel (below), the life insurance coverage from her Kentucky teaching job suits her stage in life. Does yours?

Voices

41 My Turn
California teacher Richard Amaro (below) explains why he thinks the English language is in no danger of dying.



42 Meet
Alice Waters, one of America's most celebrated chefs speaks out on kids, food, and school lunches.

43 Debate
Should students memorize the Gettysburg Address? NEA members from Florida and California face off.

45 Books
If you're not perfect, experienced, or all-knowing, two new books can help you learn from your mistakes.

46 Letters
Reader reaction, plus a letter from an American teacher in Japan who's learning a costly lesson in economics.

Get Real!

It takes more than multicultural texts and ethnic holidays to teach tolerance. Connie Davidson teaches her students to confront their own prejudices head on.

During the bitter statewide controversy over California's Proposition 187—which at present bans public services (including education) to illegal immigrants—Connie Davidson opened the debate to her students.

Some shared their own experiences as immigrants. Then a white student stated flatly, "I think they should all go back where they came from."

Davidson challenged the boy to support his views. But she didn't silence his opinions—and he didn't back down. Some students were disturbed. A Mexican boy whose family recently arrived was close to tears.

Welcome to Davidson's history and ethnic studies course at San Leandro High School, a multiracial school near San Francisco. Here Davidson brings students face-to-face with tough issues of intolerance—at times, a painful process.

Davidson recently was named San Leandro's 1996 Teacher of the Year.

Davidson didn't control the Prop 187 debate, beyond making sure that everyone was heard and no personal attacks were launched, so students began to speak up. After a 30-minute discussion, the anti-immigrant views emerged as a distinct minority.

After the debate, Davidson divided the class into two nationalities, A and B. Next to the wall, a few feet from a line, stood the As. Across the line in a larger area stood the Bs.

When the Bs started immigrating across the line to country A, there was plenty of room, and everyone had a job. But as more and more crossed the line, it grew increasingly uncomfortable, until "something" had to be done. No consensus was reached, but students got a glimpse of the complexity of the immigration debate.

During a study of the Holocaust, Davidson had her students conduct a one-day inventory of acts of intolerance they witnessed.

They returned with long lists that included name calling, taunting, rejection, and lunchtime segregation—the Black, Asian, white, and Latino kids eat in large, monochromatic groups far away from each other.

"Without fail," says Davidson, "they begin by saying, 'I know there's prejudice here, but I had tuned it out because it's around me all the time. But when you asked me to look at it, I really started to notice it, and it makes me uncomfortable.'"

Many students look for ways to respond. They talk about how to handle racist jokes and how to recognize when they are stereotyping another person. And they talk about what action they can take at school.

Inevitably, Davidson's students find change is difficult. Time after time, they go to the lunch room and cautiously approach a table filled with students of another color. And time after time, they feel unwelcome.

"It's frustrating for them," says Davidson. "They say that until the outside world changes, we can't make a difference in here."

But "in here," Davidson isn't giving up. "When issues are hidden, it prohibits kids from learning," she notes. "We all have different perspectives based on our cultures, and it's extremely important for those walls to be broken down."

—Sara Bullard

Sara Bullard is the former editor of Teaching Tolerance, *a publication of the Southern Poverty Law Center.*

"Students have these filters, based on their culture and their experiences," says California teacher Connie Davidson, "and I like to unclog them."

Photos by Bob Riha, Jr.

Strategies That Work

Teaching students to understand and respect differences is "the only alternative we have" in an increasingly diverse society, says Glenda Valentine, training coordinator for Teaching Tolerance, the educational program of the Southern Poverty Law Center.

To that end, she offers NEA members this advice:

1. Examine your own cultural perspectives. Identify your own prejudices. We all like to think we're open-minded. But take a close look at who comes to our homes, who goes to our churches, who we make friends with.

2. Scrutinize classroom materials for unconscious bias. Make sure other voices and other cultures are a regular part of the curriculum.

3. Model respect and empathy for others. Take an interest in the differences among your students. Find out where they come from and what their lives are like outside the classroom.

4. Address signs of intolerance as they arise. Name-calling, graffiti, and acts of rejection should be confronted as soon as they come up, in discussions that involve the entire class.

5. Create opportunities for students to work with others from different cultures. Use cooperative, heterogeneous grouping, initiate partnerships with other schools, and develop community service projects.

Battling Bigotry: Three Tales

When the going gets tough, these NEA members don't duck.

The seventh and eighth graders at Ashland (Oregon) Middle School are almost all white, and they've had few firsthand encounters with people of other races and cultures. Hate group recruitment is strong in their area, and occasional acts of terrorism erupt. During the Persian Gulf War, a local Jewish temple was defaced. Last year, a lesbian couple was murdered.

Five years ago, teacher **Susan Baird** became concerned that her students weren't getting a complete picture of race relations in the United States.

In class, they did study the civil rights movement, but "I could see them look at the events of that time and the outcomes and think that everything's fixed now," Baird recalls.

So she took a year off from teaching to visit other educators nationwide who were addressing issues of bigotry in their classrooms. "I was searching for a direction myself. I knew we had to do better."

Baird collected materials on contemporary hate groups like the White Aryan Resistance and the Aryan Nations. She viewed videotaped cross burning ceremonies and read hate group membership regulations. Then she decided to develop a special course on intolerance.

Baird focuses her course on two goals: "First, I want my students to be armed with information, so that when they're choosing directions, those directions are really positive."

And, secondly, "I want them to question everything—the media, politicians, books, and movies—question the source, find out the other side of any issue or debate. And I encourage them to question me, too."

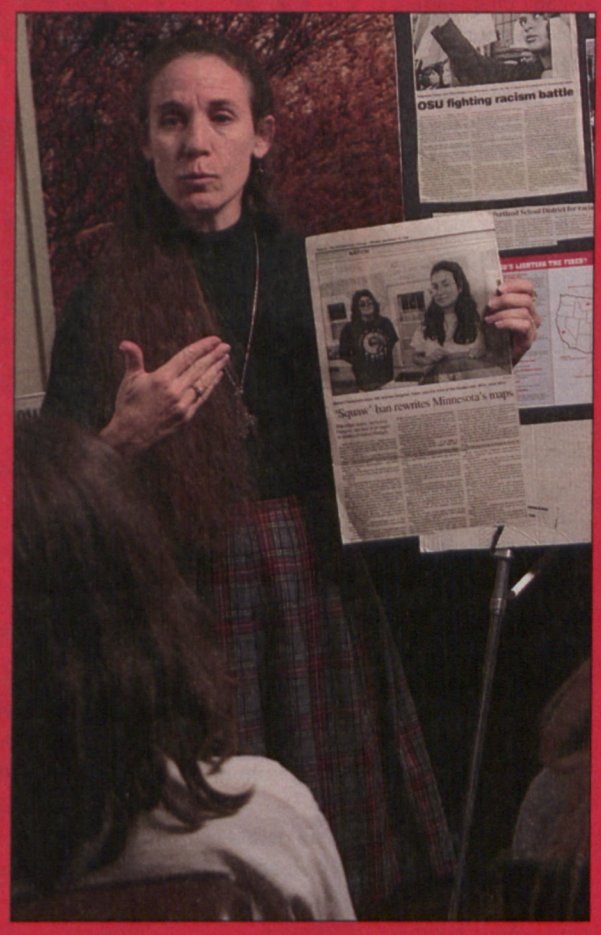
Baird's students probe the depths of intolerance by examining hate groups throughout American history, from the early Ku Klux Klan to the neo-Nazi Identity movement.

"It's an awakening age for young people. They're just beginning to look out at society and care about issues," says Baird. "They have very positive thoughts about their ability to change the world.

"They're not old enough to vote," she adds, "but they can still talk to their friends about the threat of hate groups, they can still question a stereotype, and they can still interrupt a racist joke." ■

The award-winning student journalists at Westlake High School in Austin, Texas, have tackled capital punishment, AIDS, and drug and alcohol abuse in their paper, the *Featherduster*. But in 1993 they raised a storm in the community when, as part of a series examining diversity, they addressed the topic of homosexuality.

Journalism teacher **Deanne Kunz** supported her students' goal of increasing understanding of differences and discrimination. The students printed a five-page special section that included an interview with a gay student, a summary of religious objections to homosexuality, an overview of the gay struggle for legal rights, and a student poll.



Bill McClain

Oregon teacher Susan Baird wasn't sure her kids were ready to handle material that laid bare the virulence of hate groups, and she wasn't sure if she was ready to teach it. But her first unit was a success, and, five years later, her two human rights courses are full.

Michelle Bridwell

Journalism teacher Deanne Kunz helped her students weather a controversy over a report on homosexuality.

Joan Sheehan

Says Usamah Muhammad-Rodgers: "At the end of the year I could say that I did fight for my children."

Kunz was prepared for the controversy that ensued. She stood behind her students' work as she answered phone call after phone call from angry parents. "What are you teaching those children?" one woman asked. "You're supposed to be teaching them reading, writing, arithmetic, and morals!"

Without apology, Kunz explained she was trying to teach students to be sensitive, open-minded observers of the world in all its diversity. And when another irate parent demanded a personal conference, Kunz listened proudly as the student editor calmly explained the paper's mission.

Kunz and her students weathered the controversy with the full support of their school administration, and they've gone on to win several national journalism awards for their courageous reporting. ■

In her third year of teaching, **Usamah Muhammad-Rodgers** came to a small Southern town as the only African-American teacher in a magnet school where minorities and whites were segregated by "ability groups."

In a faculty meeting, the principal said, "The problem with the Black kids in our school is that they can't sit still long enough to learn." Then the principal turned to Rodgers and asked her opinion.

At first, Rodgers hoped to change things. Noting specific problems and complaints, she struggled to explain to administrators that Black and Latino kids were given the unspoken message daily that they were not as good as the white kids, and they were not given the attention they needed to improve their scores.

Their parents, meanwhile, were feeling neglected while white parents were pandered to.

The response, she recalls, "was, 'We understand, but there's nothing we can do about it.'"

Rodgers continued meeting with the principal and other administrators. But nothing changed. When the academic year ended, she resigned.

"I was viewed as an outside trouble maker. But it made me a stronger advocate for kids. I took it as far as I could, and I'd do the same again."

Now Rodgers teaches first grade at Kiest Elementary School in Dallas, Texas, where Anglo, Latino, and African-American kids learn together, and about 40 percent of the teachers are minorities.

She holds no bitterness for her former colleagues. Says Rodgers: "When something bad happens, you can look at it and learn from it, or you can let it beat you down. And I choose to move ahead." ■

Legislating Intolerance

When it comes to fostering a tolerant society, how would you rate the outgoing 104th Congress?

"The worst we've had in recent memory," NEA chief lobbyist Dale Lestina notes sharply.

Some lowlights from the record of Congress over the last two years:

■ Lawmakers enacted new legislation, effective April 1, that will bar most legal immigrants from receiving food stamps and Supplemental Security Income. During their first five years in the country, legal immigrants will also be denied welfare and Medicaid benefits.

The result? More than 500,000 immigrants will lose SSI benefits and some 1 million will lose food stamps, according to the Congressional Budget Office.

The new legislation will thrust another 1.1 million children into poverty, notes the Children's Defense Fund, and perpetuate all the most common negative stereotypes of low-income immigrants.

■ In the 104th Congress, Representative Bill Emerson (R-Mo.) and Senator Richard Shelby (R-Al.) both introduced bills that would have made English the official language of the United States.

Both bills would have required that only English be spoken.

The Senate version would also have repealed the Bilingual Education Act and the Native American Language Acts, which help people gain English language skills.

Under official English laws already enacted in various states, courts have penalized parents and upheld the dismissal of employees for speaking languages other than English in private discourse.

■ Before he left Congress to run for President, then Senator Bob Dole (R-Kan.) introduced legislation that would have eliminated all federal affirmative action programs, turning back the clock on three decades of bipartisan civil rights efforts.

Representative Charles Canady (R-Fla.) introduced similar legislation in the House.

Both these proposals were defeated, but other drives to abolish affirmative action have met with success—most notably California's Proposition 209, which is now being challenged in the courts.

During the California campaign this past fall, and in other battles over affirmative action, NEA leaders have pointed out that discrimination on the basis of gender and race still plagues American society. Affirmative education programs help build the foundation for the color-blind society we aspire to attain.

"The worst in recent memory." That's how NEA chief lobbyist Dale Lestina rates the outgoing Congress when it comes to producing legislation that promotes tolerance in this country.

■ In 1996, Congress failed to reauthorize the Individuals with Disabilities Act (IDEA), which sets a national standard that all children with disabilities have access to appropriate educational and related services in public schools. IDEA was extended for a year, and the new Congress will be debating the IDEA reauthorization early on.

So what kind of legislation will this incoming 105th Congress try to produce?

"More of the same," says Lestina, who adds that NEA will continue to fight for legislation that encourages greater tolerance for all.

Organizations

These organizations provide training, curriculums, and other materials for educators.

NEA Human and Civil Rights
1201 16th St. N.W.
Washington, DC 20036
202/822-7700

Teaching Tolerance
400 Washington Ave.
Montgomery, AL 36104
334/264-0286

National Coalition Building Institute
1835 K St., N.W., Suite 715
Washington, DC 20006
202/785-9400

Facing History and Ourselves
16 Hurd Rd.
Brookline, MA 02146
617/232-1595

National Association for the Education of Young Children
1509 16th St., N.W.
Washington, DC 20036
800/424-2460

Teachers' Curriculum Institute
2465 Lapham St., Suite 100
Mountainview, CA 94040
800/497-6138

Center for Healing Racism
P.O. Box 27327
Houston, TX 77227
713/738-7223

Resources for Teaching Tolerance

From NEA Human and Civil Rights

■ "Moving from Me to We," a new resource guide for educators offering articles, tips, and lists of organizations and Web sites that address the issue of tolerance. Includes information on videos, including *Not in Our Town*, a documentary of people and communities working together to fight hate.

■ Two annual workshops: "Affording Equal Opportunity for Gay, Lesbian, and Bisexual Students" and "Issues and Concerns of Gay, Lesbian, and Bisexual Education Employees," featuring the NEA video *The Last Vestiges of Prejudice: A Special Report on Gay & Lesbian Education Employee Issues.*

■ Action sheets on multicultural education, recruiting minority teachers, and English-only.

For more information or to order these materials, contact NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036, 202/822-7700, FAX 202/822-7578. E-mail rhouston@nea.org.

Multicultural Classroom Materials

Constructive Playthings
1227 E. 119th St.
Grandview, MO 64030
800/448-4115

Music for Little People
P.O. Box 1720
Lawndale, CA 90260
800/727-2233

Chelsea House Publishers
1974 Sproul Rd.
P.O. Box 914
Broomal, PA 19008
800/848-2665

National Women's History Project
7738 Bell Rd., Dept. P
Windsor, CA 95492
707/838-6000

Oxford University Press
Juvenile and Young Adult Division
20001 Evans Rd.
Cary, NC 27513-2010
800/451-7556

Booklists

For annotated bibliographies of multicultural materials for teachers, contact:

National Council of Teachers of English
1111 W. Kenyon Rd.
Urbana, IL 61801-1096
217/328-3870

R.R. Bowker Co.
121 Chanlon Rd.
New Providence, NJ 07974
800/521-8110

Highsmith Press
P.O. Box 800
Fort Atkinson, WI 53538
800/558-2110

Recent Release

Teaching Tolerance: Raising Open-Minded, Empathetic Children by Sara Bullard examines how intolerance takes root in children and how adults can stem the tide. Includes activities that strengthen lessons of tolerance. Doubleday, $21.95, 235 pp., available in bookstores.

At the National Level

Where Will Congress Stand?

Education enjoyed bipartisan support in the '96 election. Let's build on that!

Bill Clinton's still in the White House, and the Republicans still control Congress. What does all this mean for kids and public schools?

Some signs are positive. This past fall's campaign season saw a real turnaround on education.

In October, with the election looming, members of Congress who spent all of 1995 and much of 1996 trying to slash federal aid to education passed a federal budget that actually *increases* education funding.

"Candidates from both parties ran on a pro-education agenda," notes NEA Government Relations Director Mary Elizabeth Teasley. "It's significant that education became a national campaign issue and, finally, a consensus issue."

Now that voters have spoken, says NEA President Bob Chase, the Association's mission is to "work with the 105th Congress in a nonpartisan, solution-oriented manner."

"We need to rebuild our nation's aging schools and connect every classroom to the Internet," adds Chase. "And we need to improve teacher preparation and training and ensure safety and order in every classroom."

An NEA staff work team—with experts in fields from effective practice to school-community collaboration—is translating these objectives into a checklist for White House and congressional consideration.

This checklist, subject to review by the NEA Board of Directors, is based on research on what needs to be done to revitalize public schools. Says NEA lobbyist Adele Robinson: "It's a two-year agenda that Congress, the Administration, and the public can rally around."

NEA isn't the only player with an education agenda. President Clinton, who campaigned on a strong pro-education platform, will submit a budget in February expected to contain everything from college tuition tax credits to a literacy initiative.

So far, House and Senate Republican leaders have signaled that they're willing to let the President set the legislative agenda for 1997.

Mary Butkus

Senator-elect Dick Durbin (D-Ill.) visits a Head Start class in East St. Louis. NEA will lobby for both current programs like Head Start and new education initiatives.

"We're not expecting another all-out assault on federal funding for education," says NEA lobbyist Joel Packer.

"But it'll take a concerted effort to increase resources for programs like Title I basic skills, school infrastructure, and professional development," he adds.

NEA lobbyists caution that partisan battles could erupt over new education initiatives, pointing out that every proposal will have to make its way through a new, more conservative Senate.

Besides pursuing a proactive agenda for kids and schools, NEA will need to tackle "traditional" legislation, including pending bills to reauthorize—extend and improve—the Individuals with Disabilities in Education Act, the Higher Education Act, and the Vocational Education Act.

Also expected in the new Congress: proposals to eliminate the U.S. Department of Education and dismantle affirmative action.

NEA lobbyists on Capitol Hill are also preparing to beat back bills that would funnel public tax dollars into private school tuition, mandate English-only, and require that the Social Security payroll tax apply to all public employees.

Several extreme, anti-union legislative proposals are expected, too.

"These proposals," says Packer, "will probably try to undermine collective bargaining and prevent unions from communicating effectively with members about where candidates stand."

The best antidote to this extremism may be moderation, and NEA is now working with moderate Republican and Democratic lawmakers to forge a bipartisan, pro-education coalition.

That coalition can get a jump start from NEA members like you.

"Members of Congress need to hear from educators about what's really going on in schools, be it an innovation that's working well or the way federal Title I helps your students to read," stresses Packer.

"Help make us more effective in promoting a positive agenda for children and education," the NEA lobbyist concludes. "We need more information from you, and we need you to be an education advocate in Congress."

Need updates on developments in Congress? Keep an eye on the "Education and Society" section of NEA's World Wide Web home page (http://www.nea.org/info/society.html).

Heroes & Zeroes

Wisconsin physical education teacher Mary Beth Nienhaus hit a post-season grand slam when she announced that she'll donate a hard-earned $200,000 to the Appleton schools to build new athletic fields for the students and community. Now that's going to bat for your kids!

For soaring to new lows, an anti-Oscar to *High School High*. This alleged slapstick comedy stars Jon Lovitz as an urban teacher who uses racist stereotypes and a lot of boring antics to jolt his minority students into learning something. Save your pennies. You can get this kind of trash free on network TV.

Guardian Angel Awards to three NEA members who, in the course of their routine, saved two lives. Georgia bus driver Rhonda Anderson and bus monitor Pat Moon saved a collapsed student by calling immediately for emergency help. And Wisconsin teacher Tim Willis's quick response likely made the difference for a student who nearly died from an asthma attack. Halo, anyone?

Move over, Chris Whittle. Meet Cover Concepts Marketing Service, a company that distributes free book covers hawking Pop-Tarts and Calvin Klein cologne. In a new low, the company tested a new Pringles can by distributing it free at 24 South Carolina schools. What's next? Focus groups in homeroom?

The Best Bus Tour Award doesn't go to a rock band. It goes to actor Danny Glover, VISA, and Reading Is Fundamental for sponsoring a 45-day, 61-city tour designed to read 1 million stories to kids. VISA will donate $1 million to the cause. Book 'em, Danny.

In the Media

Check Your Facts

NEA's Resolution B-6 calls on educators to build tolerance and appreciation for diversity. Yet the Norfolk (Nebraska) *Daily News*'s interpretation rehashed a right-wing charge that "NEA wants to indoctrinate our children with the homosexual lifestyle." In a letter to the editor, NEA member Jesse Wolf shot back: "All students should be treated the same and have the same educational opportunities regardless of any label assigned to them, including gay and lesbian." Had the paper checked "with any of the 100-plus" Nebraska delegates to last July's NEA Representative Assembly, "this is what any of us would have told you," Wolf fumed.

Golden Apple

Every week, KXMB-TV in Bismarck, North Dakota features an outstanding local educator in its weekly "Golden Apple Award" segment. "The public is able to peek inside a new classroom each week and see the importance of a teacher's job," notes North Dakota Education Association staffer Linda Harsche, who adds that teacher pay in the state ranks 50th in the nation. KXMB received a 1996 NEA broadcasting award in recognition of its efforts.

Accentuate the Positive

"Washington public schools—working today for a smarter tomorrow." That's the message the Washington Education Association broadcast at the beginning of the school year. Aired during news programs and prime time, the WEA message emphasizes the positive effects of education reforms, rising test scores, and increases in the number of students taking advanced placement exams—"part of our effort to promote public education by 'accentuating the positive,'" says WEA staffer Teresa Moore.

Standing Up in Print

Dean Musser

NEA member Jack Spindler has been writing to—and for—newspapers for 16 years, defending public education.

If public education's getting a bad rap in your local paper, fight back by writing back, say these Indiana members.

"Marilyn's at it again," say friends of Indiana teacher Marilyn Pace as she pens her latest letter to the editor—while watching her son's Saturday football game.

Meet one of NEA's top spokespeople. While public education gets roundly bashed by conservative politicians, Pace—a kindergarten and K-3 music teacher at the Caston School in rural Fulton—regularly exposes readers of two regional newspapers to the reality of classroom life. And makes 'em think.

"We're here on the front line dealing with kids," this Republican NEA member stresses, "so I know that the government has not 'taken over' my school, no matter what others say. We're not doing a bad job, and we even teach values and morality."

Educators "have to start patting themselves on the back," says Pace, "and start saying—contrary to what the big boys are saying—that good things *are* going on in our classrooms."

Due east, in industrial Fort Wayne, NEA member Jack Spindler also shares his classroom perspective with readers of two citywide papers.

Spindler, a Democrat, finds that his views—on public education, vouchers, the Motor Voter Law, or other issues affecting kids and schools—get regular play in op-ed columns and letters to the editor. Not bad for a continuing ed social studies teacher.

Pace and Spindler, both members of NEA's grassroots Congressional Contact Team, will tell you that to be an Association writer, you just need to start writing.

Spindler, who teaches at the Fort Wayne Community Schools Career Center, began his journalism "career" when, as an NEA local affiliate president in the 1980s, he penned a Labor Day editorial. He hasn't stopped since.

"In my view, letters to the editor are the most read part of any paper," says Spindler. "Editors are anxious to have interesting things and welcome well-written opinion pieces with facts and a different point of view."

Like Spindler, Marilyn Pace—who's president of the Caston Classroom Teachers Association—boils down a wealth of material from the Indiana State Teachers Association daily hotline and works it into her copy.

When something provokes Pace to write, like Bob Dole's teacher "union bashing," "I let it flow from my heart," she says. "I proof it once, and let it go."

The rest is for the editors.

Spindler makes his letters easy on editor eyes by limiting them to a beginning, three factual points, and a closing.

Moreover, he ensures they're "positive, not too strong, and not offensive."

The rewards for these NEA authors are considerable. Editors ask them to lengthen simple letters into guest columns. Other NEA members call to voice their support.

After Pace wrote an editorial rebutting attacks on teachers' unions—and the concept that it "takes a village" to educate kids—this Republican activist got a heartwarming call from a colleague.

"She congratulated me and said, 'We need to show you support, to let you know that you're not out there by yourself,'" Pace notes.

That's the kind of unity Association writers like these inspire in other members—and in the community. So the next time public education gets a bum rap in your local paper, grab a pen and make yourself heard.

The Bottom Line

Rich pay less: How fair are the taxes that support public education? Not very. America's richest 1 percent of taxpayers, reports Citizens for Tax Justice, pay state and local taxes—93 percent of school funding—at an effective 5.8 percent rate. America's poorest 20 percent pay state and local taxes at a 12.4 percent rate.

Two cheers for teachers: Americans are high on teaching! Some 57 percent of adults recently surveyed rated teaching the "most beneficial" profession, more than twice the 25 percent who gave medicine that honor. But what profession would Americans recommend first to a family member? Medicine ranks tops, with 30 percent.

Science achievement's up: That's what the National Assessment of Educational Progress exams show. The Education Department administers the exams—the nation's best analysis of what students are learning—every two years to students ages 9, 13, and 17. For the latest results, check the Internet at http://www.ed.gov/NCES/naep.

Never too old to learn: The latest convert to the cause of life-long learning? America's auto workers. The new contract signed between Ford and the United Auto Workers union earmarks $1,000 a year in college tuition for any child of a Ford worker—and the same $1,000 a year for retired auto workers interested in taking college courses.

In the States

When Size Is a Class Matter

California K-3 teachers relish smaller class sizes gained after statewide campaign.

Randy Witt's second grade class is 12 students smaller this year. But that hasn't lightened his workload a bit.

So why is this California teacher so excited?

"My job may not be easier with 20 students instead of 32, but I have more time to get to each kid individually," explains Witt, who teaches at the Starr School in Fresno.

Witt has fewer desks in his class, more small group discussions, and more time to talk to parents.

"It's wonderful!" he exclaims.

That sentiment rings throughout the state these days, one year after the California Teachers Association's intensive lobbying and media campaign to reduce class size.

That campaign resulted in a budget that appropriates nearly $1 billion over three years for grade K-3 class size reduction. The carrot: A $650-per-student incentive, payable annually, to districts that lower their elementary teacher-student ratios (which now average 1:28) to 1:20.

When Governor Pete Wilson signed this legislation into law, "He challenged teachers to make it work," notes Fresno Teachers Association President Carol Massey.

"You bet we'll make it work," says Massey, "and show the governor we care about kids and the profession."

No state has ever sought to reduce class size so widely so quickly, and educators in California aren't minimizing the challenge ahead. One big problem is space—just finding all the new classrooms needed. Orders for portable classrooms have surged statewide.

Smaller classes are also creating a need for additional teachers, and the state now must hire an estimated 20,000 new teachers over the next three years.

"There are a lot of wrinkles to work out," says NEA member David Becker, a third grade teacher at Woodridge Elementary in Rio Linda, near Sacramento.

This 30-year veteran is pleased that his class size has plunged from 32 to 17, thanks to the hiring of six new teachers at Woodridge. But "kids are not crates of tomatoes," he points out, and the "space crunch" in his school can make life difficult.

Yet Becker is quick to add that the advantages of smaller class size outweigh the disadvantages.

"I have advocated this for many years, but I never thought I'd see it," says Becker.

"I can spend more time working with kids than putting out fires," he explains, "and happier kids mean fewer problems."

Randy Witt, vice president of the Fresno Teachers Association, agrees.

"Fewer kids make discipline and control more easily attainable," he stresses, "and if there's a problem during recess, I have more time to pull students aside for counseling."

NEA members in California now want to see the class size reductions extended to the upper grades.

CTA has added this groundbreaking expansion to its legislative priority list. With 260,000 members, this state affiliate has the grassroots lobbying potential to make it a reality.

Tom Van Dyke

Teacher Randy Witt has 12 fewer second graders in his class and "more time to get to each kid individually," thanks to a lobbying and media campaign waged by the California Teachers Association.

Political Work Pays Off

Through everything from phone banking to door-to-door campaigning, NEA members made a huge impact on statewide elections last November. Some highlights:

- In **Washington State**, voters sunk a voucher ballot initiative—by a lopsided 65 to 35 percent—and killed a related, ill-designed measure that would have created "charter" schools with no public oversight or academic guidelines.
- In **Colorado**, a broad coalition of educators, parents, clergy, and business people helped persuade voters to reject a so-called "Parental Rights Amendment." The measure would have given parents total control over "the upbringing, values, discipline, and education" of their children, a step that would have opened every aspect of schooling to challenge and undermined efforts to protect children from abuse.
- Nine of 11 NEA affiliate-backed gubernatorial candidates triumphed, including **North Carolina**'s James Hunt and **Missouri**'s Mel Carnahan, both re-elected on strong pro-public education platforms.
- From **California**, the bad news first: Voters approved a ballot measure scrapping all affirmative action programs. The good news: Voters backed a minimum wage hike, to $5.00 in March 1997 and $5.75 in March 1998.
- Three of five NEA affiliate choices for state superintendent of public instruction won: Terry Bergeson (**Washington**), Nancy Keenan (**Montana**), and Mike Ward (**North Carolina**).
- In **Oregon**, voters approved a minimum wage increase and rejected proposals to raise public employees' retirement age and curtail their pension benefits.
- **Idaho** voters spurned a proposal to cap property taxes, shift education funding responsibility to the state, and limit future funding increases.

Sleeping in: Doctors have argued for years that teenagers need more sleep. One Minnesota school district is taking that advice to heart—and starting high schools classes at 8:30 instead of 7:25 a.m. Edina school officials made the move after the state medical association urged local districts to start the school day later.

Too many fractions: American math textbooks and curriculums devote too little attention to basic algebra and geometry concepts. The National Science Foundation, studying more than 1,000 texts and teacher guides in 45 countries, found that U.S. schools spend much more time on fractions and decimals than schools elsewhere.

Self-critical parents: American parents don't believe their children are reading as well as they should—and they blame both schools *and* themselves for that. In a new national study, parents gave school reading programs a "C." But 82 percent also said parents don't do enough at home to encourage their children to read.

Smoke alarm: The number of cigarettes smoked in America dropped more than 100 billion from 1984 to 1994. But that slide may be reversing. In a poll of American six-year-olds, 91 percent recognize the Joe Camel cartoon character. That's the same percentage of six-year-olds who recognize Mickey Mouse.

In the Community

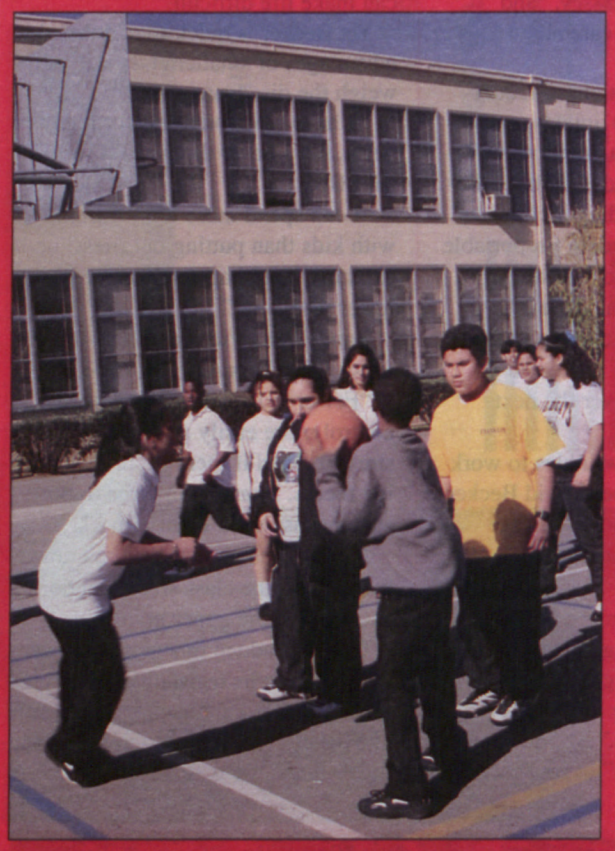
Helping a Family Cope
A pork chop supper, bingo games, and a silent auction were all part of the Wayne City (Illinois) Education Association's fund-raising campaign to help 16-year-old Chris Kennedy, who has Hodgkin's disease, and his family cover costly procedures like a bone marrow transplant. WCEA's fund drive, co-chaired by members Sue Stewart and Kathy Richardson, raised $10,000.

Parents Get Inside Scoop
More Pennsylvania parents know about inclusion, communicating with teachers, and challenging students to succeed, thanks to a forum held in the fall by NEA locals and a state newspaper. The Pennsylvania State Education Association's Carolyn Dumaresq told attendees, convened at a Penn State campus, that such forums are necessary "for real change in public education."

A Message to Heal
The Marysville (California) Unified Teachers Association is working to heal tensions from a 1992 high school hostage situation in which a former student killed four people and wounded nine. Victims' families filed a negligence suit against the district. To lift staff morale, MUTA has erected billboards listing educators' responsibilities and the motto "Teachers Do It All!" The community's response: highly positive.

Hopping for the Best
When the Branford (Connecticut) Education Association has students "Hop, Skip, and Jump for SARAH" on the town green, that means it's time for the annual fundraiser for an organization for the disabled. Children seek pledges for minutes danced, laps walked, or for jumping rope. SARAH raises needed contributions, and Branford becomes more aware of its teachers.

New Support for Urban Kids



The NEA Emergency Commission on Urban Children unites activists working to bring renewed hope—and the necessary resources—to urban areas.

A new NEA panel tackles the plight of urban children, with a sense of urgency.

Denise Rockwell (Woods), a middle school computer teacher in Los Angeles, works with students on ancient Apple IIc machines. She doesn't need dry panel discussions to know the problems of urban schools. She lives them.

"We have to stop talking," this educator declares, "and start doing!"

Rockwell (Woods) is positioned to do just that. NEA President Bob Chase has just appointed her to chair the newly created NEA Emergency Commission on Urban Children.

Its mission: "Identifying ideas that can bring hope to urban children and the resources necessary to make these hopes real."

This new Emergency Commission unites NEA urban activists with some of America's most committed advocates for urban kids. Detroit Mayor Dennis Archer serves on the panel, as do the CEOs of both the Urban Coalition and the National Urban League.

The charge to the Emergency Commission frames the challenge plainly: America must "develop an action plan to mount an immediate assault upon the barriers that deprive our urban children of full and productive lives."

The Emergency Commission, says Vice Chair John Grossman, president of the Columbus (Ohio) Education Association, will work from the understanding "that urban education's problems don't just start at the schoolhouse door."

The panel held its first meeting in November, and it will continue to move with a sense of urgency.

"America's national political leaders are dropping responsibility for children's well-being onto local communities," stresses Rockwell (Woods), a member of the NEA Executive Committee, "and few cities are really ready to take on this responsibility."

NEA members on the panel are excited by the opportunity to share their ideas and experiences.

Commission member Leonard Fox, president of the Denver Classroom Teachers Association, notes that his district can contribute "six years of experience in collaborative site-based decision making."

John Grossman notes that he can share his area's record in building successful school-business partnerships. He'd particularly like the Emergency Commission to examine future trends that will impact urban kids, including the "new migration to cities as the welfare net unravels."

Still another NEA urban activist on the panel, Linda Bacon from the St. Petersburg (Florida) metro area, brings the years of experience her Pinellas Classroom Teachers Association has put into restructuring education—"not just for the sake of restructuring," she notes, "but to raise student achievement."

"There's no one answer," Bacon stresses. "We have to look at what helps folks address the unique needs of their population."

And the needs are great. "America is failing our urban children," states the Commission's call to action. "We as a nation are allowing an entire generation to grow up in poverty and hopelessness, in disease and danger.

"No single institution in American life—not schools, not business, not social service agencies, not the courts—can right this wrong alone. But every institution can make a difference."

To follow the work of the NEA Emergency Commission on Urban Children, check the NEA Web site at http://www.nea.org/urban/.

The Bottom Line

Privatizers strike out: Researchers from New York University have completed a two-year study of districts that have contracted out school management to private operators. The verdict: Privatizing doesn't save money, improve test scores, or reduce bureaucracy. The study covers all recent privatizing experiments.

Subsidizing private tuition: Cleveland has become the first U.S. city to funnel public tax dollars into private *and* religious school tuition. Cleveland tuition vouchers are worth up to $2,250. More than 20 percent of the 1,818 students enrolled in the program somehow managed to attend private or religious schools last year at their own expense.

Fighting for profit: The newest special interest in the nation's capital is a group organized to lobby against laws that discourage school districts from contracting services to profit-making companies. Among the targets of the new "Education Services Council": a Massachusetts law that requires school districts to accept low-bid proposals.

Quick payoff: In some cities, for-profit schools are hot—and parents are getting burned. Flashy ads convinced Nashville parents to send 188 kids to a new K-8 school charging $6,000 annual tuition. The school's founder spent the tuition on everything from a trip to the Caymans to two Lexus cars for school transport.

At the Bargaining Table

Tough Times Don't Last . . .

Tough teachers do. Two NEA locals show how to stick to this ideal—and thrive—during long contract disputes.

Every member of the Alton (New Hampshire) Teachers Association now has a souvenir of a tenacious contract dispute—a T-shirt with the motto "Tough times don't last. Tough teachers do" emblazoned on the front.

But the shirts are well-worn, for these 43 members had soldiered on without a contract for five years before one was finally ratified in October.

Amazingly, this NEA affiliate came through the ordeal intact, with 100 percent membership and a determination to become more politically active.

ATA's battle centered around a school board bent on gutting the salary system—which gave credit for education, experience, and community service—in favor of a more rigid "step and track" pay scale.

The teachers counterpunched. "We sent the community a strong message: We're there for the children and education, and you need to recognize our value," says ATA President Susan Blair, a first grade teacher.

Informational picketing, leaflets, phone calls, letters, and meetings with community leaders and organizations all played a part. Behind the scenes, the local worked to reach decisions through consensus.

Within the Association, "Members came to know each other better," says Blair. "We learned to respect our differences, and we became a unit."

That unity helped nudge the school board to compromise. Teachers did surrender their old salary system, but the new two-year contract recognizes credits earned under that system.

Jack Ainsworth

During long contract disputes, "Become politically active, remain positive, and remember you're working with children," advises NEA member Susan Blair.

From teachers in Pulaski County, Arkansas to support staffers in St. Elmo, Illinois, more and more NEA members are weathering longer and longer contract disputes. What advice would contract veterans offer to other locals locked in long-term struggle?

■ "Become politically active, remain positive and optimistic, and remember you're working with children," advises ATA's Blair.

■ "Don't give up. Know what your goals are and where you can be flexible," says Donna Orton, a grade 4-5 teacher and former co-president of the Gervais (Oregon) Education Association.

■ "Make sure you sign something you can live with," adds former GEA co-president Shanna Andrews. "If you just give something away, chances are you'll never get it back."

Orton and Andrews learned their lessons when the state school boards association made their 60-teacher district a test case for implementing Oregon's tough new bargaining law. The statute makes it easier for a board to impose its "final" offer and to communicate directly with—and misinform—individual employees about bargaining.

During more than 13 months under an inferior imposed contract, GEA turned up the heat.

"We got the more verbal, involved parents to do what they do best—call and write the school board, urging it to talk to us," notes Andrews, a K-1 teacher.

Bargaining with the school board finally resumed, and in September GEA signed an interim agreement good for the rest of this year.

Extra-duty Pay Restored

An arbitrator has settled the issue behind Washington's longest-ever teachers' strike—37 days in 1995—by awarding Fife educators nearly $300,000 in restored extra-duty pay. Administrators had sought to cut that pay when the district hit financial troubles. "Without union representation it would have all been taken away," says Fife Education Association President Maggie Kelso.

Milwaukee Pact Signed

The Milwaukee Teachers Education Association's new three-year contract adds a step at the top of all five salary divisions, gives teachers at the top of the three MA divisions retroactive pay increases, and provides a 1996-97 raise of 1.11 percent for nearly all schedule steps. The pact also institutes a voluntary Teacher Evaluation and Mentoring Program—run by five teachers and four administrators—to help experienced educators improve their classroom performance.

Holding Out for More

Last May, School Administrative District 60 support staffers in North Berwick, Maine voted down a proposed settlement that didn't offer enough for senior employees. By hanging in there, they won a three-year contract that increases salaries 3 percent each year, adds a step for eight or more years in the system, and—hurrah—adds Labor Day as a paid holiday.

Just Say No

When the Salt Lake (Utah) Teachers Association reached a bargaining impasse recently with the school board, the board asked teachers to give up master contract provisions in exchange for a raise. SLTA refused and threatened mediation or a job action. The board gave in, and the contract is secure.

Rich district, poor district: Vast discrepancies in school funding continue to mock the ideal of equal educational opportunity. The latest evidence: In North Carolina, the top 10 spending counties spend $1,441 per student—more than three times the amount spent per student in the bottom 10 schools.

A plea for tolerance: This past November, the anti-public education Christian Coalition wasn't the only force politically active in the religious community. The new, 35,000-member Interfaith Alliance distributed a "pledge of civility" that asked every federal candidate "to repudiate the use of religion as a weapon."

Grades may count more: Three top business groups are asking their members to start paying attention to high school transcripts when they hire. Such scrutiny, say the National Alliance for Business, the Business Roundtable, and the U.S. Chamber of Commerce, sends the message "that academic achievement and grades matter."

High-stakes testing: Some 21 states now require students to pass a test to earn a high school diploma. Three states—Ohio, New York, and Tennessee—award "honors" diplomas for students who pass a more rigorous exam. Two others have test requirements in the works, notes the Education Commission of the States.

Beyond 'Net Days'

In communities across the nation, parents, neighbors, businesses, and just plain techies are responding to the President's call for volunteers to wire America's public schools for the twenty-first century.

These "Net Day" activities are important. Only 9 percent of U.S. classrooms, labs, and media centers, after all, are connected to the Internet so far . But wiring classrooms for the Internet is just the first step toward making cyberspace learning really come alive.

NFIE created the Road Ahead program.

We're linking teachers with information and answers on the new technology.

For students to make the most of cyberspace, better access to the Internet needs to go hand-in-hand with teacher professional development—because helping teachers use new technology to bring real-life, challenging academic content to every student is the key to effective computer-based learning.

That's why the foundation created by NEA, the National Foundation for the Improvement of Education, launched the *Road Ahead*, a ground-breaking professional development program that offers ongoing technology training, technical assistance, and other resources that allow schools to tap into libraries and museums and connect with the world outside the classroom.

We're providing answers: http://www.nfie.org

To learn more about the preliminary findings from the *Road Ahead* effort, point your browser to the National Foundation for the Improvement of Education Web site at http://www.nfie.org.

The *Road Ahead* program is funded with the proceeds from the book by Microsoft CEO Bill Gates, *The Road Ahead.*

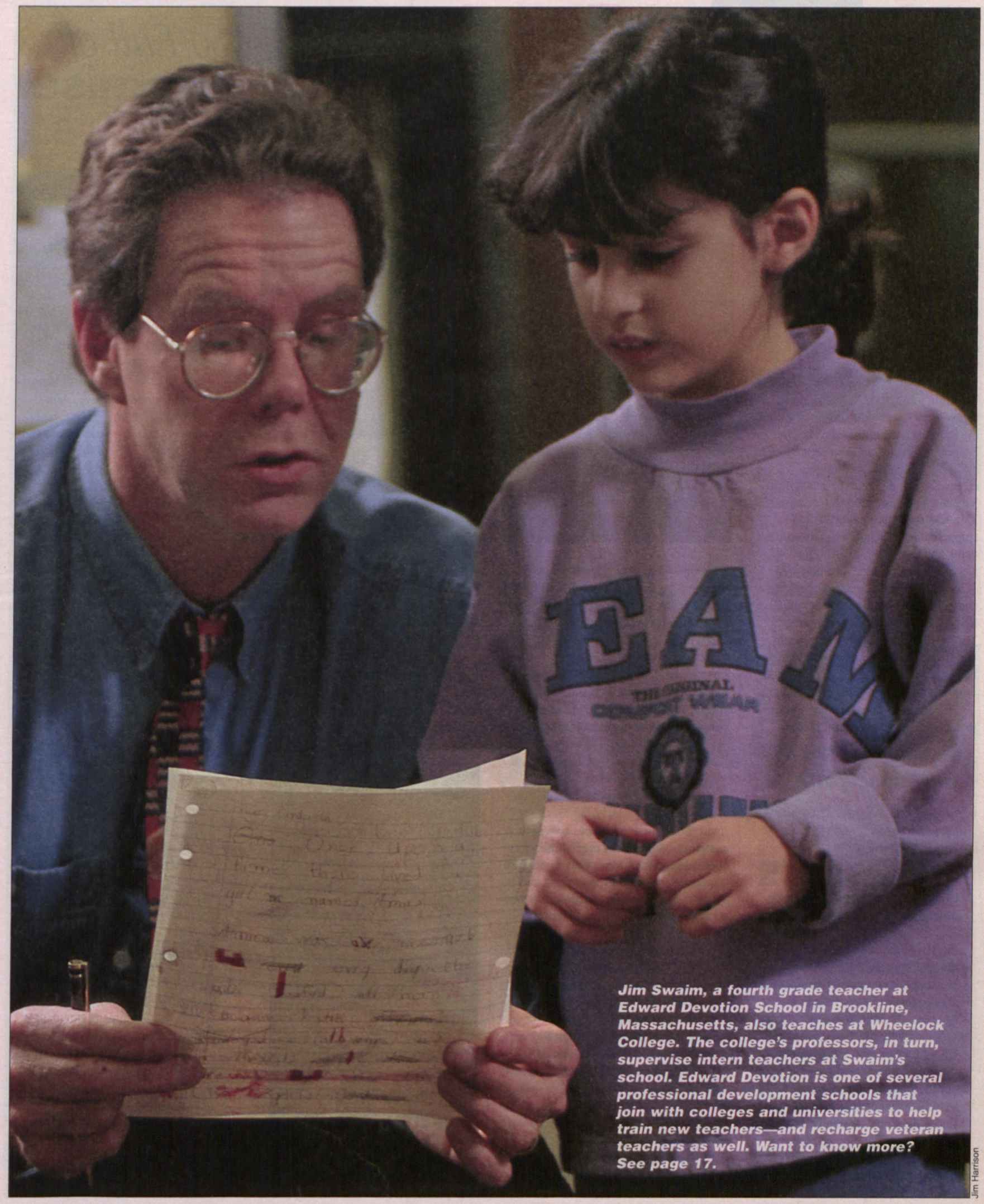
Road Ahead Program:

- **Professional Development**
- **Technology Trainings**
- **Technical Assistance**
- **School Resources**

The National Foundation for the Improvement of Education

nea
NATIONAL EDUCATION ASSOCIATION

working for you!



Jim Swaim, a fourth grade teacher at Edward Devotion School in Brookline, Massachusetts, also teaches at Wheelock College. The college's professors, in turn, supervise intern teachers at Swaim's school. Edward Devotion is one of several professional development schools that join with colleges and universities to help train new teachers—and recharge veteran teachers as well. Want to know more? See page 17.

Jim Harrison

Innovators

Underground Time Traveler

Innovator:
Anthony Cohen

Job:
Maryland-based historian and author

Bright Idea:
"Were *you* afraid on the underground railroad?"

An innocent enough question from a fourth grader, but one that sent American history expert Anthony Cohen on a remarkable journey.

"I thought, 'What if I were able to be on the underground railroad and tell them what that experience was really like?' " Cohen says. "That's when I decided to do my walk."

So last spring Cohen embarked on a 700-mile journey from Maryland to Canada, by foot, boat, and train, tracing the route of fugitive slaves. The 32-year-old historian even stowed away aboard a train, hiding in a wooden box, to mimic the experience of a Virginia slave escaping to freedom.

In towns along the way, Cohen stopped at local schools to talk to students about his journey. And he answered lots of kids' questions.

At one school, a Spanish-speaking student asked whether "his people" helped on the underground railroad. The white students in the classroom laughed, until Cohen recounted the tale of a Maryland slave who escaped with the help of a Spanish sea captain.

"It made a personal connection for that student that was really incredible," says Cohen. "I hope I can help students see the underground railroad in a different light and dispel the myths that it was simply about Blacks and whites."

Scott Suchman

Impact:
Cohen has set up a Web site (http://www.ugrr.org/ugrr) to allow people to follow his exploration. Hundreds of students and teachers have used the site to trace Cohen's route and learn about underground railroad stops in their towns.

For More:
Contact Cohen at 2600 Forest Glen Rd., #2, Silver Spring, MD 20910, 301/589-4326. Or send E-mail to northstar@ugrr.org.

Chess for Success

Innovator:
Fernando Moreno

Job:
Counselor for ESL students in Montgomery County, Maryland

Bright Idea:
"In chess, every time you move a piece, there are positive or negative consequences," says Fernando Moreno. "You have to think ahead."

That's why Moreno created Chess for Success, a program that uses chess to counsel students about conflict, anger, and success.

"I had a student who nearly got into a fight one morning," Moreno says. "Later that day, he came to play chess. During the game, a black pawn had to continually move away from the other pieces to win the match. As the student moved the piece, I reminded him of his fight, and explained that when somebody challenges you, your first reaction may be to get even. But when you learn to move away from trouble, you win."

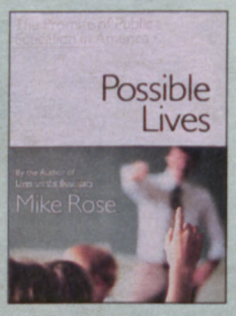
Impact:
Chess increases student thinking skills, math skills, and self-confidence.

"Chess gives many of these kids something they can do just as well as a mainstream kid," says Moreno. "That increases their motivation to stay in school."

For More:
Call Moreno at 301/230-0670, the U.S. Chess Federation at 800/388-5464, or visit http://www.uschess.org.

Scott Suchman

So Full of Promise



Possible Lives: The Promise of Public Education in America
Mike Rose, Penguin Books, 454 pp., $12.95. A UCLA professor and former teacher, Rose spent four years traveling around the country in search of good classrooms. Here's a short summary of what he found.

"The rooms I visited felt alive. People were learning things, both cognitive and social, and doing things individually and collectively, making contributions, connecting ideas, generating knowledge. To be sure, not everyone was engaged. But overall, these classrooms were exciting places to be, places of reflection and challenge, of deliberation and expression. . . .

The national discussion of the problems in our schools seems, much of the time, to be incomplete, narrow, somehow lacking: failure of will, declining standards, bureaucracy. While some of what ails our schools surely does lie in curriculum and school structure, there is much more to our failure to teach our children well.

Life in schools and classrooms is vulnerable to the disruptions in the communities around them: unemployment, crime, substance abuse, violence, sudden wrenching shifts in demographics. You could measure the decline of King Coal in eastern Kentucky by the buckle in the stairs at Wheelwright High School, by the angle of the lockers torn from the wall.

To deny the complex ways a disrupted or devastated material reality diminishes hope, engenders rage, and shrivels our sense of who we are—and the relation of that to behavior and achievement—seems naive."

Quality Teaching **Matters**

Linda Darling-Hammond, a professor at Teachers College, Columbia University, recently directed the National Commission on Teaching & America's Future. The Commission, which included former NEA President Keith Geiger and many other educators, issued a comprehensive study, What Matters Most: Teaching for America's Future. *The report criticizes teacher preparation programs and professional development in the United States today.*

Q You cite many flaws in teacher education programs. But what's the major problem?

A One of our biggest criticisms is the inequality in pre-service education programs. Teachers in Louisiana, for instance, have much less access to knowledge than teachers in Minnesota. The differences in licensing requirements across the country are extreme. The fact that 25 percent of new teachers come into the profession without training is an indictment of a system that needs to provide all teachers with the tools they need to do a good job.

Q How do we even the playing field?

A We need to reinstate scholarships for people to subsidize their teacher training. And we must develop high quality standards for licensing. This will help teachers get access to the knowledge they need and set standards for entering and remaining in the profession.

Q What do good teacher training programs provide?

A A serious grounding in knowledge about how most children learn and about learning differences, plus adequate subject matter training. That would include a bachelor's degree in the subject area to be taught.

The five-year models of teacher education are rated as very effective. They tend to include extensive student teaching or internship experience that integrates course work with practical experience—much as a doctor would intern while studying medicine.

Q What can teachers do to maintain high standards?

A Teachers need to develop and embrace new standards for the teaching profession. They need to seek out opportunities for becoming board certified, create programs for mentoring new teachers coming into the profession, and be assertive about developing and enforcing definitions of good practice.

Teachers College, Columbia University

Q And, what about teachers who say they're too busy teaching to do all of that?

A I think individuals will make the contribution that is appropriate for them to make. In some cases, teachers will take leadership in organizing these initiatives by working with the Association.

Others may not be in the forefront, but they can be supportive, by saying, "Yes, this is important. Yes teaching as a profession is something we want to own and take responsibility for."

To learn more about What Matters Most: Teaching for America's Future, *visit http://www.tc.columbia.edu.*

At Home with **Literacy**

Sean Justice

Innovator:
Janie Hydrick

Job:
Fifth grade teacher at Entz Elementary in Mesa, Arizona

Bright Idea:
Hydrick pulled from her 30-year teaching career a simple, yet important, message to share with parents.

"You don't have to invest hundreds of dollars in tapes and kits to help your child in reading and writing," she says. "There's a lot you can do in everyday life to involve kids in literacy."

Hydrick should know—she's the author of *Parents' Guide to Literacy for the 21st Century*, published last spring by the National Council of Teachers of English.

The book includes hundreds of suggestions for parents, ranging from having kids read food labels to keeping a family journal. And it includes definitions of many confusing literacy terms—oral language, whole language, freewriting, process writing, and invented spelling.

Impact:
"The *Parents' Guide* started out as a book for parents to clarify some of these terms," Hydrick says, "but I'm finding that teachers like the book, too. When they meet with parents, they tell me it's nice to have suggestions and definitions all together in one place."

For More:
To order *Parents' Guide to Literacy* ($11.95; NCTE members, $8.95), call the National Council of Teachers of English at 800/369-NCTE.

5 Tips for **Teaching In Multi-Age Classrooms**

1. Research the wide range of material available on multi-age grouping.
2. Visit multi-age programs in your area and talk to teachers about their experiences. Build a network of teachers who want to share ideas.
3. Examine your curriculum to see if it's open-ended enough to accommodate a wider span of abilities.
4. Involve parents in the planning process early on. Invite parents to observe or help in the classroom.
5. Team with a like-minded colleague who can support your effort and share the workload.

Source: *Multi-Age Classrooms*, available from the NEA Professional Library for $12.95. To get the NEA member price of $9.95, note stock #2907-0-00-FG when you call 800/229-4200 to order.

it's the feeling of SATISFACTION

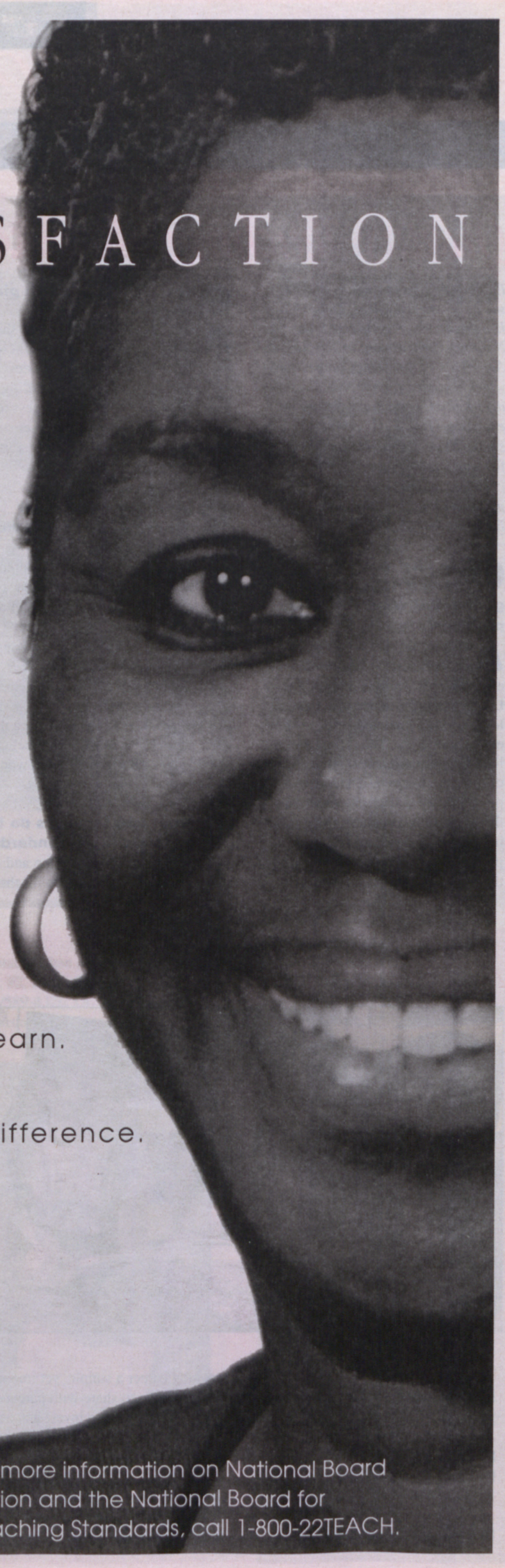
knowing that you've sought the highest standards in the teaching profession.

national board certification.

it will strengthen your teaching.

it will improve the way your students learn.

it will make all the difference.



for more information on National Board Certification and the National Board for Professional Teaching Standards, call 1-800-22TEACH.

Inside Scoop

About Professional Development Schools

Joan Sheahan

At Hillcrest Professional Development School in Waco, Texas, veteran teachers like Sandra Jennings (center) teach in teams with first-year teachers and student teachers.

■ Definition, please.

Professional development schools are partnerships between teacher education programs at universities and local public schools or school districts.

Their goal: not only to improve teacher education programs but also to restructure public schools, create learning opportunities for veteran teachers, and bolster education research by putting theories to work in real classrooms.

■ How hot?

According to the National Center for Restructuring Education, Schools, and Teaching, professional development schools are one of education's fastest growing reforms and certainly teacher education's hottest movement.

Ten years ago, there were fewer than 40 professional development school partnerships across the country. Today there are more than 300 partnerships—more than half of them established between 1992 and 1994.

In Michigan and Minnesota, state licensing boards are reviewing proposals to require that all beginning teachers have experience at professional development schools.

■ How do they work?

In professional development schools, classroom teachers and university faculty work as a team to educate both K-12 kids and college students studying to become teachers.

At some sites, teacher education students work in the classroom for a full school year as interns. The interns are fully integrated into school life—they teach classes with mentor teachers, participate in discussions with parents, and review classroom problems at faculty meetings. They also expand their clinical experience and get involved in research.

And there are benefits for veteran teachers, too.

"This is more than just a 'teaching hospital' where students get experience but the classroom teacher gets little in return," says Vivian Troen, a fourth grade teacher at Edward Devotion Elementary School in Brookline, Massachusetts. Troen and a group of her colleagues work with faculty and graduate students from nearby Wheelock College.

At Devotion and other professional development schools, on-site college courses are available to both novice and veteran teachers. Often, mentor teachers become adjunct faculty at the university, taking and teaching courses there.

"It was like having my batteries recharged," says Maine eighth grade teacher Sue Walters, whose school is in partnership with the University of Southern Maine. "You find yourself more open to classroom innovations because you have the backing at the university level as well."

■ Why bother?

University faculty, veteran teachers, and student teachers can all benefit from working together. But many involved say the biggest winners are the quality of education and the teaching profession.

"For one thing, you're making sure that the next generation of teachers has extensive classroom experience by the time they have classrooms of their own," explains Troen. "They get far more experience than in a typical student teaching stint, plus they and their professors are aware of the changes and challenges of today's classroom."

In addition, a professional development school gives practicing teachers time—time you can use for your own professional growth.

"Where else can you put research into practice and practice into research?" says Walters. "Being involved in this partnership challenges me to keep me current on the latest reform issues, and allows me to develop innovative strategies for my own students."

■ What's the downside?

There are the inevitable problems of any new partnership. Establishing rules, maintaining parity, getting people to agree on priorities, methods, and responsibilities—it all takes time, resources, patience, and a willingness to get past occasional clashes.

In addition, there are no written standards for professional development schools yet, so quality is uneven—and some partnerships stretch the definition a bit.

■ Who's behind professional development schools?

Just about every major education organization in the country, including the National Center for Restructuring Education, Schools and Teaching, the National Network for Educational Renewal, the National Council for the Accreditation of Teacher Education, and the National Board for Professional Teaching Standards.

■ Who's throwing stones?

There are very few people openly opposed to partnerships between schools and universities. Still a few critics call professional development schools just another "educational fad." Others believe that professional development school internships extend the student teaching stint far too long.

■ Where's the NEA on this?

Right in the thick of it. In 1994, NEA created the Teacher Education Initiative, a five-year program linking seven universities with nearby schools in a collaborative effort to restructure education. NEA is now creating a Professional Development Schools Network.

In addition, NEA's Standing Committee on Professional Standards and Practice recently completed guidelines for professional development schools. For details, contact June VanderVeen at NEA headquarters.

■ Need more information?

➤ Contact Sylvia Seidel at NEA's Teacher Education Initiative, 1201 16th St., N.W., Washington, DC 20036, 202/822-7906. Send E-mail to sseidel@nea.org.

➤ Order *Professional Development Schools: Combining School Improvement and Teacher Preparation* from the NEA Professional Library. $18.95 plus s&h. To get the member price of $16.95 plus s&h, use stock #1869-9-10-F. Call 800/229-4200.

➤ Get a free subscription to *PDS Network News* from the National Center for Restructuring Education, Schools, and Teaching. Write to Editor, *PDS Network News*, Box 110, Teachers College, Columbia University, New York, NY 10027.

Students &

Good Stuff

Connect with PTV
PBS Teacher Connex is a monthly educator's guide to PBS programming. Each newsletter lists public television programs that relate to social studies, language arts, science, math, and other curriculum areas. Show summaries, information on videotaping rights, guidance on grade-level appropriateness, and practical teaching tips are included. $2 per issue, $15 per year. Contact: PBS Teacher Connex, 105 Terry Dr., Suite 120, Newton, PA 18940-3425. Call 800/278-4176 or visit http://www.pbs.org/tconnex/.

Kid Smart
Multiple Intelligences, a new Teacher-to-Teacher book from the NEA Professional Library, features first-person stories from teachers who've successfully woven Howard Gardner's multiple intelligences theory into their curriculum. $12.95 plus s&h. To get the special NEA member price of $9.95 plus s&h, use stock number 2910-0-00-FG. To order, call 800/229-4200.

Healthy Eating
The USDA's Team Nutrition is a growing national network of local schools making healthy changes in school meals and establishing new nutrition education programs. For more information, contact USDA Public Affairs, Team Nutrition Information, 301/468-1787. On the Web: http://www.usda.gov/fcs.

Hot Off the Press
The Current Awareness Program Web site features a bibliography of the most recent education literature from an extensive collection of journals. More than 200 topics are covered, from class size and discipline to teacher education and technology. Visit Current Awareness at http://www.landmark-project.com/ca.

Girl Talk
Girls in the Middle: Working to Succeed in Schools challenges assumptions about the behavior of middle school girls and explores how schools might incorporate gender equity into reform efforts. $14.95 plus s&h. To get the NEA member price of $12.95 plus s&h, use stock number 2503-2-00-FG. To order, call 800/229-4200.

You know you have a problem when...

"Your students fail a math inventory pre-test, which tests skills they allegedly learned the previous year."

Cynthia Waller, Oliver Elementary School, 5th grade teacher, Riverdale, Georgia.

Dilemma

When Color Gets in the Way

How do you handle racial tension among students?

We have a smaller population of white students than Black students here. Sometimes the white kids feel intimidated being in the minority, so they band together. There's a lot of "y'all" versus "us" talk.

I try to show the students how to look at what they have in common, rather than their differences. I also talk to students about ethnic differences—what does it mean when someone is Jewish, for example.

Often, once kids have information on other cultures, they stop using stereotypes.

Janet DeForrest
High school English teacher
Orangeburg, South Carolina

Promoting understanding and harmony starts on day one in my classroom.

One of the tools I use is a program called True Colors. This program uses a four-color metaphor to examine how we see ourselves and others.

Contrary to society's idea that light stands for good and dark represents bad, True Colors speaks of our preferred style as our brightest color, and our least preferred style as our palest color.

This shift in word usage is key in dealing with racial tension. It tunes my students into the power of language to hurt others.

Lee Ginenthal
Middle school special ed teacher
Ithaca, New York

Most of the racial tension I see among second graders occurs on the playground. To reach kids this young, I came up with a play called "The Color of My Skin."

In the play, a Black boy who's new at school wants to play soccer but other kids shun him. I have the students come up with an ending to the play. In one student's story, the best soccer player storms off the team in protest.

Once the stories are written, we use role playing to help kids understand how others feel. Through role playing, students have fun—and come to realize it doesn't matter what color you are.

LaShawn Pierce
Second grade teacher
Normal, Illinois

Strategies

You know you've been successful when...

"Parents write you thank-you notes because they're pleased with the progress their child is making."

Mary Booker, Lincoln Elementary School, preschool teacher, Pontiac, Illinois

Delight

So Who's in Charge Here?

At one Wyoming school, teachers and support staff are taking over.

At Woods Learning Center in Casper, Wyoming, teachers and support staff do more than just refer their ideas to the principal for decision making. They make all the decisions themselves. There is no principal. Teachers, paraprofessionals, secretaries, and custodians run the entire elementary school.

Founded in 1991 by a group of teachers, Woods is a small school built on big ideas. An NEA Learning Lab site, this K-8 school boasts portfolio assessment rather than letter grades, thematic units instead of textbooks, a cap of no more than 160 students—and no principal.

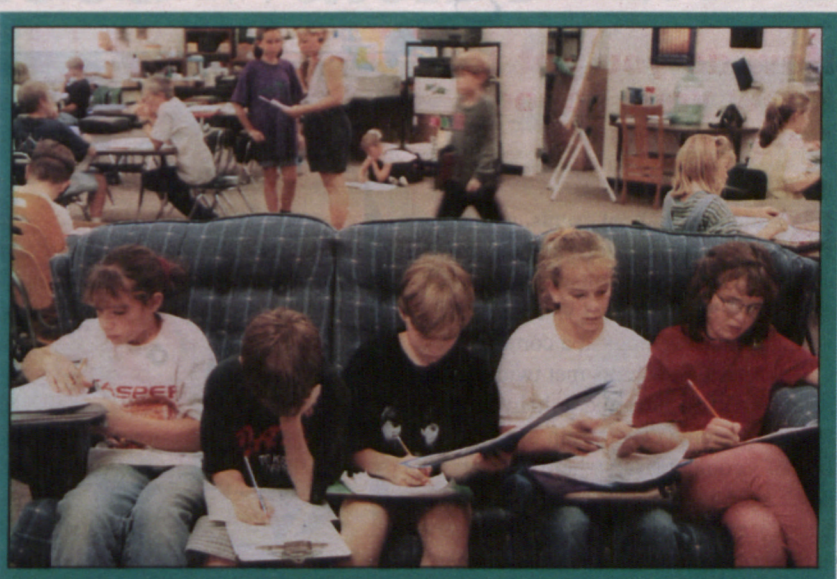
"We've taken what a principal would do and sliced that up among 12 instructional staff," says NEA member Cyndy Novotny.

School staff serve on committees that oversee a host of administrative functions, from communications and finance to building maintenance and student affairs.

For example, Novotny serves on the communications committee where she helps oversee enrollment policy, parent orientations, and school public relations. Novotny's teaching partner, Sherry Fickes, is a member of the finance committee, along with a paraprofessional and school secretary.

"We prepare budgets, financial reports, and manage purchasing and requisitions," Fickes says.

"Every staff member has an equal voice in decision-making," Novotny explains. "People are very fierce about their positions, and the dialogue is wonderful. But no matter how hot the discussion gets, basically, if it's good for the kids, we do it."



Richard Alan Hannon

Students at this NEA Learning Lab school aren't couch potatoes—they just enjoy working in cooperative groups.

Last year, for example, staff had to overcome a disagreement over whether to expand the school to accommodate students in grades seven and eight.

"Some people were very skeptical about it," Novotny says. "So we spent lots of hours debating the research we brought to the table." Eventually, the staff decided to expand.

"There's a lot of elation in being able to make decisions based on what you know is best for the students," Fickes says.

There's another advantage to not having a principal, Novotny says. "We're able to use the money targeted for a principal's position to keep our student-teacher ratio low. Right now, it's 17:1."

To make time for decision making, school lets out at 12:15 on Fridays, giving staff time to plan curriculum and attend committee meetings. And most staffers put in lots of extra hours.

"It's a lot of extra work, and we don't get the salary an administrator would get," says Novotny. "But it's like when stakeholders own part of a business—productivity goes up."

So far Woods students are thriving. "We have enough students on a waiting list to open a whole new wing," says Novotny. "And our students score among the top 5 percent in the district on standardized tests."

A testament to parent support: Parent volunteers logged 3,500 hours last year alone. And despite the extra work, teachers enjoy their new roles.

"In the end, it comes down to students," Fickes says. "How can we make their experience the best possible and help them become lovers of learning? That's what drives us most."

For details, call Cyndy Novotny or Sherry Fickes at 307/577-0315.

Idea Exchange

Aesop's Net

Want to share ideas and classroom experiences with more than 150 educators across the country? Join Aesop's Net, an E-mail network for first and second grade teachers. We'll send you classroom proven ideas on journal writing, math games, and a series of writing exercises that have children retell familiar traditional stories on paper. To join, send your E-mail address to me, DaveKahn@aol.com.

David Kahn
First grade teacher
Hardwick, Vermont

Take the Pledge

As part of a self-discipline unit in character education, my second grade class accepted a challenge—no TV for a week. We brainstormed a list of alternative activities, wrote a class pledge, and made "No TV" badges for motivation. All students kept a "No TV" journal in which they listed daily activities and wrote about their temptations or frustrations. As a finale, we had snacks and discussed the new activities we enjoyed instead of television.

Pat Anderson
Second grade teacher
Orange Park, Florida

Creating Writers

To inspire more students to write, I conduct a writing contest in my literature class. A core of my most avid student writers reviews the entries and pick winners. The first place winner gets a certificate and lunch with the teacher. Second and third place winners receive certificates and free passes to the campus snack shack. All certificates are presented at a student body assembly.

Jeaninne Kato
High school English teacher
Lincoln, California

Share Your Ideas

You can pass along your classroom tips to *NEA Today*'s 2.2 million readers in one of these four ways:

- By Mail: *NEA Today*, 1201 16th St. N.W., Washington, DC 20036
- By phone: 202 822-7201
- By Fax: 202 822-7206
- By E-mail: Ideas@neatoday.nea.org

Families &

Good Stuff

Learning and Working
What can families and educators do to motivate children to work hard and do well? Take a look at *Learning & Working: Basics for Children* by Dorothy Rich, creator of Megaskills. This special edition for the NEA Professional Library is geared to kids in the middle and upper grades. To get the NEA member price of $11.95 plus s&h, use stock #2002-2-10-F. To order, call 800/229-4200.

Parent Power
Parents for Public Schools, celebrating its fifth year, boasts 20 state chapters and hundreds of members dedicated to recruiting students, involving parents, and improving public schools through lobbying, community action, and outreach. For more information and materials (also printed in Spanish), call 800/880-1222 or write to Parents for Public Schools, P.O. Box 12807, Jackson, MS 39236.

Employers and Education
Need some models for effective school-business collaboration? Check out *Employers, Families, and Education: Promoting Family Involvement in Learning* from the Families & Work Institute of the U.S. Department of Education. Each example includes contact names and numbers. For a free copy, call 800/USA-LEARN.

Online Activity Kit
Last fall, the U.S. Department of Education developed an activity kit that contains dozens of suggestions for creating community-based partnerships for improving schools. Activities are organized around seven "challenges," including improving literacy and making schools safe. "Partners Activity Kit 1996-97" is now available online at http://www.ed.gov/Family/agbts/.

Community Connections
The Center on Families, Communities, Schools, and Children's Learning produces case studies, reports, and a resource list of helpful organizations for educators and parents. For more information, contact John Hollifield, Center on Families, The Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218.

You know you have a problem when...

"There's a meeting to display the blueprints and building plan for a new high school, and very few people come."

Wendy Duffy, second grade teacher, Lincoln Elementary School, Greensboro, North Carolina

Dilemma

Breaking Down the Barriers

How do you get to know your school neighborhood?

By attending school events, getting to know my students, and volunteering. When I lived outside of my school's neighborhood, I volunteered to help in the evenings at a community school where parents met twice a week. And I volunteered to help afternoons and some evenings in our school's computer lab where students of all ages gather for extra assistance.

B.J. Kimmel
High school English teacher
Bowie, Maryland

Each year, our residential school for troubled kids holds a block party for the community.

We have a community action support team—composed of parents, school staff, and someone from the police department or other community agency—assigned to act as a resource for the specific neighborhoods.

Our school also opens its meeting rooms, gyms, and computer rooms to the community. That way, parents know that our commitment extends beyond the school walls.

Rozanne C. Warder
High school special ed director
Sioux City, Iowa

It seems that the days when almost all teachers lived in the community in which they taught are long gone. Now some districts have started reintroducing the custom of taking new teachers on a bus ride through the community. While it doesn't come close to solving the problem, at least teachers get a chance to get a feeling for their students' neighborhoods.

Jon Paul Roden
Chair, computer science
Vernon, Connecticut

One way to get to know parents and community members is to do something for the kids. Here, school staff, parents, business people, and friends got together and built a playground. It gave us a chance to get to know the area and create a resource for the school—and its community.

Carol Arzman
Elementary teacher
Huntsville, Alabama

Communities

You know you've been successful when...

"A child who rides your bus plays school bus with her sister—and they fight to be you."

Helen Cottongim, bus driver and driving instructor, Florence, Kentucky

Delight

Neighborhood Watch 101

A class for educators who don't live in the neighborhood where they teach.

Mike Quan

Framingham teacher Nancy Campbell leads a group of students and teachers on a walk through public housing.

Middle school family and consumer studies teacher Andrea Shagory grew up in Framingham, Massachusetts, lives there now, and has been teaching there for 30 years.

That's a rare combination these days. When Shagory started teaching in Framingham, 80 percent of her school's faculty lived in the school district. Today, only 30 percent do. The numbers are similar districtwide.

As a result, Shagory says, too many Framingham teachers don't know "the kinds of lives their students return to when they leave the classroom."

If they did, she reasons, it might change their approach to teaching, help them understand students' personal or family problems, and give them an idea of who to call for help.

To solve the problem, Shagory teamed up with another Framingham native—middle school physical education teacher Cindy Bingham—to teach teachers about Framingham.

The 10-week class goes by the long name "Understanding our community, its neighborhoods, its local service organizations and how they impact the lives of our students."

"The short name of the course," says Shagory, "should be 'Reality.'"

A small town located between Boston and Worcester, Framingham has undergone a number of big changes in the past 20 years.

There's an increasing disparity between rich and poor neighborhoods, a burgeoning Brazilian population, a new crop of community service agencies—and a new crop of student problems for them to deal with.

"One morning, last year, I went to open up the girls locker room and found a student sitting by the door," recalls Bingham. "She was angry because her mother brought home a boyfriend the night before and threw her out. This girl had slept on the school steps and wanted to use the locker room to clean up before class.

"I realized then," Bingham adds, "that we all need to know what these kids' lives are like when they aren't with us."

So every Tuesday, a dozen teachers spend after-school time touring neighborhoods, watching court sessions, talking with social service agents, meeting with representatives from the town's ethnic communities, and volunteering at a community agency.

"For someone who doesn't live in town, this is a great way to understand students," says Rosanne Kates, an English teacher. "Learning about the town's new immigrants helps me address the needs of bilingual learners and appreciate the richness of their cultural backgrounds."

Sue Kelley, a teacher who's been living in the town for 27 years, says the course is a great reintroduction to the town she thought she knew.

"Even though you're aware of what the kids go home to, it helps to see it with your own eyes," she says. "When you see what they're dealing with, you're less manic about the missed paper or forgotten homework."

In the past year, more than 100 Framingham teachers have taken the class. It's become so popular it's now offered by the district for college credit, and there's a waiting list to get in.

For more information, contact Andrea Shagory or Cindy Bingham, Fuller Middle School, 31 Flagg Dr., Framingham, MA 01701, 508/6200-4956.

Idea Exchange

Representation Works

Our local appoints a representative to sit on the county Chamber of Commerce education committee.

This successful endeavor has many rewards, including several $1,000 awards to teachers, joint sponsorship of activities including scholarship dinners and family math nights, plus a noticeable improvement in communication between the business community and school staff.

John Mueller
High school librarian
Anoka-Hennepin, Minnesota

Local Experts

I combined fun and community outreach for my fifth graders by having kids compile a guide for their peers.

The students researched local events, activities, and hot spots for young people and brought their research back into the classroom. The result: "A Kid's Guide to Hot Springs."

June Apaza
Fifth grade teacher
Hot Springs, South Dakota

Reading Together

Are you looking for a great way to bring the your school and community closer together? We organize an annual reading celebration, featuring readings by children's authors.

Last year, our event drew more than 300 children and parents and involved a dozen area businesses and organizations. Most of all, the kids and parents had a great time discovering the magic of reading.

Karen Carlson
Diane Davies
Elementary teachers
Hastings, Minnesota

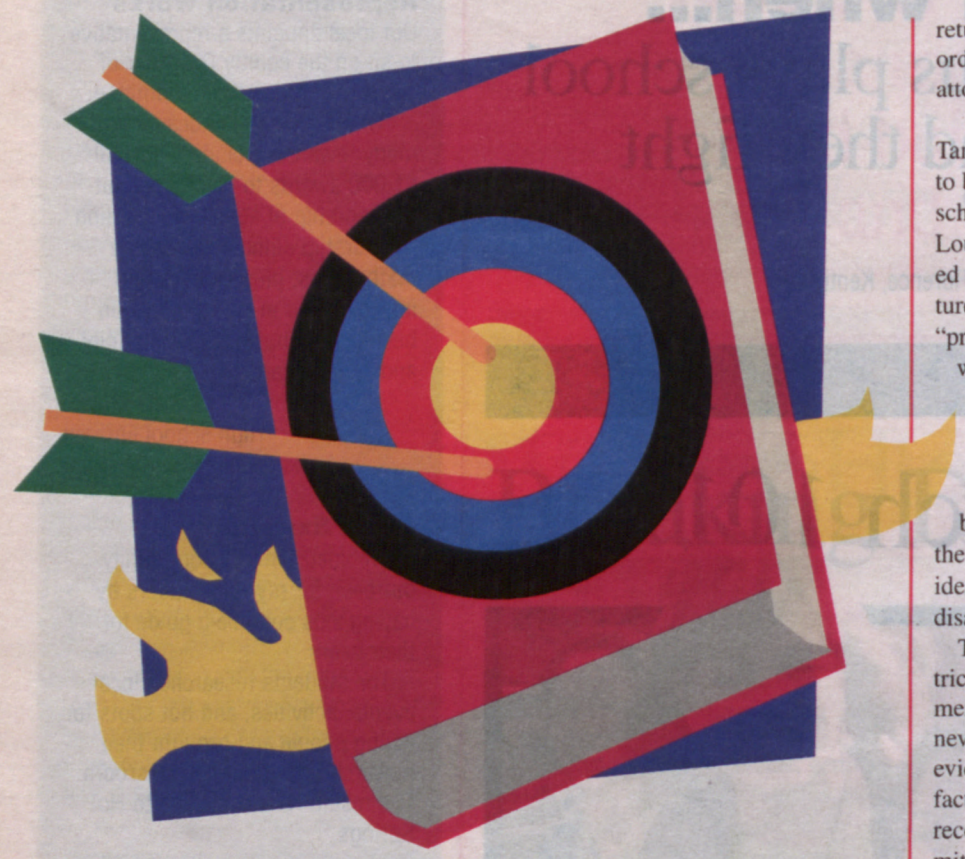
Share Your Ideas

You can pass along your classroom tips to *NEA Today*'s 2.2 million readers in one of these four ways:

- By Mail: *NEA Today*, 1201 16th St. N.W., Washington, DC 20036
- By phone: 202 822-7201
- By Fax: 202 822-7206
- By E-mail: Ideas@neatoday.nea.org

Rights Watch

Is Your School Library Safe?



The censors are at it again. Their target this time? School library books.

In Olathe, Kansas, they burned copies of the book *Annie on My Mind* on the steps of the school district office to protest its presence in school libraries.

And in St. Tammany Parish, Louisiana, the Louisiana Christian Coalition led the charge to ban a book on African tribal religions called *Voodoo & Hoodoo*.

In both instances, the book-burners initially succeeded in pressuring school officials to remove the controversial books from the schools.

But their victories were short-lived. Parents, students, and teachers challenged the censorship decisions in federal court and ultimately prevailed.

The Olathe controversy started in the fall of 1993 when representatives of a Kansas City gay rights group donated copies of *Annie on My Mind* to the school district's three high schools. The novel depicts a romantic relationship between two teenage girls.

After a public outcry over the donations, school superintendent Ron Wimmer asked the district's media specialists to review the book for educational suitability. They unanimously recommended that the book be retained.

Ignoring this advice, Wimmer ordered that the book be removed from all school libraries, and the school board voted to uphold his decision.

When a coalition of teachers, parents, and students challenged the censorship in federal court, board members testified that they banned the book because of its message to teenagers that "it's okay to be gay."

Citing a 1982 Supreme Court decision called *Board of Education v. Pico*, the court ruled last year that the book banning violated the First Amendment.

In *Pico*, the High Court said, "local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books."

That's exactly what happened in Olathe, the district court ruled. "Through their removal of the book," the court held, "defendants intended to deny students in the Olathe School District access to those ideas."

The court also rejected the board members' claim that "they may remove library books based upon their personal, social, political, and moral views."

The court issued an injunction requiring that *Annie on My Mind* be returned to all school libraries and ordered the district to pay plaintiffs' attorneys fees and costs.

In the Louisiana case, the St. Tammany Parish school board voted to ban *Voodoo & Hoodoo* from all school libraries in 1992 after the Louisiana Christian Coalition presented a petition with some 1,600 signatures. They claimed that the book "promoted superstition" and conflicted with "community values and mores."

Last year, the Fifth Circuit Court of Appeals—citing *Pico*—ruled that the book banning would be unconstitutional if motivated by the desire "to deny students access to ideas with which the school officials disagreed."

The case was sent back to the district court to determine the board members' motivation, but the trial never took place. Faced with strong evidence of bad motive—including the fact that the board had rejected the recommendations of two review committees that *Voodoo & Hoodoo* be retained—the board settled the case by agreeing to return the book to school library shelves.

While these two recent decisions have been hailed as great victories for freedom of thought, they are really nothing new. The federal courts have long protected schools from book censorship:

- In 1979, a New Hampshire federal court enjoined the Nashua Board of Education from removing *Ms.* magazine from school libraries because of its "political content."
- A Mississippi federal court in 1980 overturned a decision of the state purchasing board to remove a history textbook from the state-approved list because it emphasized the mistreatment of Blacks in Mississippi.
- And in 1989, a Colorado federal court ruled that it is unconstitutional to ban the Bible from school libraries.

The Supreme Court has called the school library a "special" place, a "marketplace of ideas" where "students must always remain free to inquire, to study and to evaluate." To hold otherwise, the Court warned, would "strangle the free mind at its source."

Thanks to the vigilant protection of the federal judiciary, school libraries likely will remain free from censorship.

—Michael D. Simpson
NEA Office of General Counsel

Resources

Censorship attempts continue to bug schools and libraries—and the general public. But anyone who loves to read—and who wants to encourage literacy—can take steps to fight the censors.

This school year, People for the American Way reports a total of 300 censorship attempts, down from 458 reported the year before. Although that's a victory of sorts, PFAW's annual report *Attacks on the Freedom to Learn* notes an insidious trend.

The scope of the challenges to teaching and learning, the report states, has widened over the years to include efforts to challenge school reform, force schools to teach creationism as science, sponsor school-based prayer and religious activity, and eliminate sex education.

"Censors can harm young readers," says Earl Jones, director of NEA Human and Civil Rights, "if they're allowed to restrict or remove worthwhile materials from classrooms and libraries."

If you or your school faces a censorship challenge, there's help available. You can contact:

- NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036, http://www.nea.org. Provides information on the freedom to teach and learn and conducts workshops and training sessions for leaders and staff.
- National Coalition Against Censorship, 275 Seventh Ave., 20th floor, New York, NY 10001, 212/807-6222, (http://www.ncac.org). Defends "books in trouble" and provides information and advice on fighting efforts to censor materials in schools and libraries.
- Office of Intellectual Freedom, American Library Association, 50 East Huron St., Chicago, IL 60611, 800/545-2433, http://www.ala.org. Provides information on the freedom to read, banned books, and library policies. Publishes a newsletter ($40/year) that includes an intellectual freedom bibliography and updates on court cases.
- People for the American Way, 2000 M Street, N.W., Suite 400, Washington, DC 20036, 202/467-4999, http://www.pfaw.org. Publishes the annual *Attacks on the Freedom to Learn* ($14.95 includes s&h). You'll find the executive summary on PFAW's Web site.

Health

Guarding Against Hepatitis B

Lynda Boyer-Chuanroong, R.N., is the author of a manual used by school employees nationwide to create school-based hepatitis B vaccination programs. A member of the NEA and the National Association of School Nurses, Boyer-Chuanroong (pictured below) managed a hepatitis B vaccination program in San Francisco schools. She spoke recently with Moira Cook, a staff member from the NEA Health Information Network.

Can you define hepatitis B?

Hepatitis B is a viral disease of the liver that's spread through contact with an infected person's bodily fluids. You can get hepatitis B if you have unprotected sexual contact or share intravenous drugs with an infected person, but the disease can also be spread through the sharing of toothbrushes and razor blades. There is no cure, but hepatitis B can be prevented with a series of three shots given over a few months.

Gary Parker

Who should be vaccinated against hepatitis B?

There are three groups who should be vaccinated against hepatitis B—newborns, adolescents around the age of 11 or 12, and anyone at risk due to lifestyle or occupational hazard.

For school employees, the risk varies according to the job. All school employees who handle bodily fluids on a routine basis through, for example, diapering students or providing respiratory suctioning, should consult their health care provider about the vaccination.

How can adolescents get vaccinated?

They can go to their health care provider—or, if a program exists, they can get vaccinated at school. In my San Francisco district, the Centers for Disease Control and Prevention provided funding to see if vaccinating middle school students at school made sense. We found that it did.

What are the keys to a successful school-based vaccination program?

To work, a school-based vaccination program must have the support of district administrators, building principals, teachers, nurses, support staff, parents, and students. It also helps to offer school staff an in-service session on the disease, hold an assembly for the kids, and send clearly written information home to parents.

To consent to have their child vaccinated, parents have to understand the disease. Without parental consent the program can't move ahead.

Once the consent is given, you can go forward. We pulled small groups of students out of the classroom, for a few minutes, three times during the school year.

How effective was the immunization program in your district?

Using incentives like pizza parties and extra credit, we got 97 percent of the kids to return consent forms. Two-thirds of the parents gave their permission for the vaccine. Most of those who signed refusal forms had kids who were already vaccinated.

The good news is that more than 95 percent of students with "yes" forms were vaccinated with all three doses. Those numbers have been replicated in other projects.

How do you cope with students' anxiety?

We explained the need for the shot, showed them another student—or employee—getting vaccinated, and used positive peer pressure.

How do you get parents to sign on?

By providing clear information in appropriate home languages. A few parents reject the vaccine because hepatitis B can be sexually transmitted—and they don't think their child is at risk. We always mention in parent education materials that, in 25 percent of the cases, it isn't clear how hepatitis B is transmitted.

We also note that hepatitis B is easier to contract than HIV—and almost 100 percent preventable with the vaccine. When parents know the facts, they want to protect their children.

What can NEA members do to spread the word?

Contact school nurses and ask what they're doing to vaccinate adolescents. Talk to administrators about getting a vaccination program started. If you're a parent, make sure your own child is immunized and talk to other parents to raise their awareness about the hepatitis B vaccine.

From the Network

The NEA Health Information Network suggests the following helpful resources.

■ **Fetal Alcohol Syndrome: Making a Difference.** Designed for schools, church groups, and other community service organizations, this video demonstrates how to develop an awareness campaign by and for teens and create an effective message by highlighting the role of peer education in high-risk communities. $75 plus $5 s&h.

For more information or to order, contact the National Organization on Fetal Alcohol Syndrome at 202/785-4585.

■ **EPA's Indoor Air Quality "Tools For Schools Action Kit."** This easy-to-use kit, developed with input from NEA staff and members, provides detailed guidance on how to carry out a practical and inexpensive indoor air quality action plan in your school. $22 includes s&h. To order, call 202/512-1800 or fax 202/512-2250.

■ **EPA's Safe Drinking Water Hotline.** For information on safe drinking water, the Safe Drinking Water Act, and other related water quality issues, call 800/426-4791.

■ **National Glaucoma Week, January 19-25.** For free materials, including *Understanding and Living with Glaucoma: A Reference Guide for People with Glaucoma and Their Families*, call the Glaucoma Research Foundation at 800/826-6693.

Resources

■ The American School Health Association distributes "Roll Up Your Sleeves!"—a manual and video on how to organize hepatitis B vaccination programs—written by Boyer-Chuanroong. To order for $10, contact the ASHA publication department, 330/678-1601.

■ SmithKline Beecham offers NEA members a discount on a new vaccine that protects travelers to foreign countries from returning to school with Hepatitis A, a common, highly contagious disease. For more information on hepatitis A and B vaccines, call 800/826-8898.

■ For more information about local immunization sites or school-based vaccination programs, contact the hepatitis B coordinator or immunization program manager at your state health department.

"Individual liberty is individual power."

John Adams

Guess John never knew about the power of group life insurance.

You've probably heard the expression "there's power in numbers." As an NEA member, you share in the purchasing power of a membership that's over 2 million strong. So you can buy insurance through the NEA at a group rate — and save money. Just compare our rates to those from individual policies, and you'll see what we mean.

Giving you choices is our policy

Since members have different needs at different times in their lives, we have four different policies to choose from. For example, we offer insurance coverage while you travel. We also provide coverage to help secure your child's college education. And there's an NEA life insurance policy that's free to you for the first 6 months, courtesy of Members Insurance Trust®

A unique NEA policy

There's also the NEA Home Protection Plan. This life insurance plan offers from $10,000 to $300,000 of coverage.* You choose the exact number of years you want your protection to last. And what makes this policy special is that your fixed rate will remain exactly the same for the full term of the coverage. For more information and an enrollment form, call one of our knowledgeable NEA Member Benefits representatives at **1-800-637-4636** Monday – Friday, 8 a.m. to 8 p.m. or Saturday 9 a.m. to 1 p.m. (ET).

Sure, individuality is admirable, but when you want to save on life insurance, it pays to be part of a group.

NEA Members Insurance Trust®

nea Member Benefits

Underwritten by Prudential
The Prudential Insurance Company of America.
Licensed in all states. Principal offices in
Newark, New Jersey 07102-3777

The Prudential Insurance Company of America. Licensed in all states. Principal offices in Newark, New Jersey 07102-3777

Policy Form ORD 70075 Serial U
Contract Form 83500 COV 1004
TRNT0197

(These insurance plans have certain limitations and exclusions. For costs and complete details of coverage, contact NEA Member Benefits Representatives toll free at 1-800-637-4636.)

**Coverage depends on age of member.*

Bits & Bytes

New & Noteworthy

Touting Success
The *Education Technology Promotion Guide* from the Software Publishers Association offers guidelines for publicizing the successes of your educational technology program. A CD-ROM includes letter and press release templates in both Mac and PC formats. To learn how your local Association can obtain a copy, visit the NEA Tech page (http://www.nea.org/cet) for more information.

Check Your Calendar
NEA's Center for Education Technology and the National School Boards Association will co-sponsor "Technology and Schools—A Briefing for Decision Makers," a seminar allowing district teams to explore the latest technology tools for educators. The US West Foundation will offer hands-on training, and there will be the opportunity to attend joint sessions of the Council of Educational Facility Planners (the people who design and build school buildings). Seminars will be held January 31-February 2, 1997 in Scottsdale, Arizona and March 5-7,1997 in Omaha, Nebraska. For further information, contact your NEA state affiliate or the NEA Center for Education Technology at 202/822-7752 or by E-mail at NEAEdTech@aol.com.

Bucks for Science
Toyota Motor Sales will award 50 grants totaling $500,000 to K-12 science teachers next year. The two categories: environmental education, and applied physics, chemistry, and technology. Deadline for proposals is January 22, 1997. For guidelines and application forms, contact Toyota Tapestry Program, 1840 Wilson Blvd., Arlington, VA 22201-3000, call 800/807-9852, or E-mail pbowers@nsta.org.

Networking Network
The Consortium for School Networking will hold its second annual K-12 School Networking Conference in Washington, D.C. on March 16-18, 1997. The conference will focus on teacher preparation, equipping schools, connecting classrooms, developing quality software, and "Making the Necessary Financial Commitment." For more information, E-mail info@cosn.org or fax 202/462-9043.

Friendly Users

A Whole New World Unfolds

Who:
Chris Junghans, C.M. Russell High School, Great Falls, Montana

E-mail address:
cmrgerman@mcn.net

What:
E-mail gets kids excited about learning a new language—German.

Inspiration:
"My students use computers to send E-mail to students in Germany, and through our school's Web site we even exchange class pictures. Someday we'd like to expand to voice mail messages, live chats, and even video conferencing.

"Yet my subject area isn't computers. It's German.

"My students and I participate in The Transatlantic Classroom (TAC) program, a project in which hundreds of American and German students (and teachers) exchange E-mail over the Internet. The program encourages kids to discuss German language and literature, but students can also introduce their own topics into the monitored discussions.

"And they do. My students have discussed complex issues with their German peers, from the death penalty (which is illegal in Germany) to prostitution (which is legal but regulated). And they've approached these discussions with a sophistication that has both impressed and surprised me.

"Not all their talks are academic—these are teenagers, after all. One point of much discussion is that in Germany the drinking age is 16, but people aren't allowed to drive until they're at least 18.

"The World Wide Web is a great resource for cultural information. And 'keypals' are much more fun than penpals because of the speed and low cost of E-mail communication.

"At this point, though, the great thing about this technology is that it motivates my students to learn a language. The excitement of using E-mail actually carries over into the more mundane lessons of grammar.

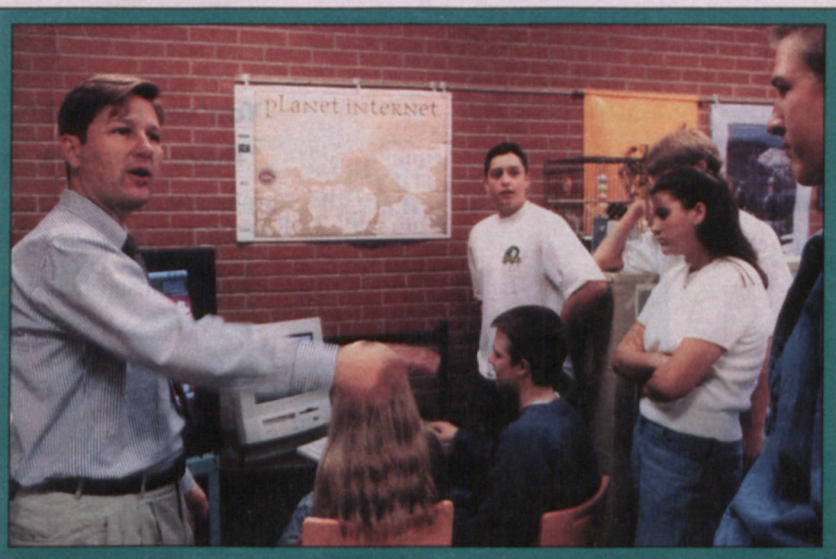
"In my class, for example, first-year German students are required to write about 25 percent of their E-mail in German; second-year students, 50 percent; third-year, 75 percent; and by the fourth year, all E-mail is in German.

"Because they're talking about issues they care about—things I might not even think to teach—they're genuinely eager to learn. When they are writing their letters, dictionaries fly open and hands are raised in the air asking how to say this or that.

"Some of my students will remain in touch with their German friends long after my class is over. And in doing so they'll continue to learn and practice a language. That, for me, is some measure of success."

Click:
"By sending E-mail internationally, students begin to accept that there really are different languages and cultures out there and that they're not just being tortured by their teacher. E-mail is a tool that creates excitement and can reach students on a deeper level."

More About:
The Transatlantic Classroom—an excellent international discussion forum for high school and college students—is beginning its second year. Join open discussion groups in German or French, or on creative writing, migration, Holocaust education, or German reunification. For more information, contact Kerstin Otto at (kotto@tak.schule.de).



Wayne Arnst

Chris Junghans brings new life to language lessons with the help of The Transatlantic Classroom, a project made possible with strong district support.

Bytes for Beginners

"Welcome! You've got mail." A growing number of people in classrooms are finding this message as they log on to their online service. Electronic mail—the exchange of messages between two or more persons via computer—is the single most widely used online tool.

Some 23 million employees used E-mail in 1994; 72 million are expected to use it by 2000. And many of those new users will be school employees.

E-mail lets you quickly and easily:

- Share a teaching idea or update about a class activity with colleagues down the hall or in another building.
- Notify specific school staff or administrators about a problem.
- Contact someone you met at a conference to let them know how you are using the conference materials or ask them a question about their plans.

Even if your school's not yet "on the Net," you can still send and receive E-mail if you have access to a commercial online service such as America Online.

Click Here

A Phone in Every Classroom?

It could happen. Schools and libraries may finally gain access to a broad range of telecommunication services—phone lines, for example—that will give them access to E-mail and the Internet. This is all thanks to the Telecommunications Act of 1996, which passed earlier this year.

The new law is complex, in part deregulating many competitive aspects of the industry. But the big news is that it opens new opportunities for education.

This Telecommunications Act sounds good, but what real-life changes will it bring to my classroom?

What makes the Act so powerful is that it mandates that all schools and libraries have access to advanced telecommunications services at affordable, discounted rates. Lower rates could bring the Internet to your classroom, for example.

For more than half a century, basic phone service to remote areas of the country (where service was not profitable) has been affordable only because it's been subsidized by a universal service fund established under a previous law. Telephone companies, through their revenues, underwrote the costs. With many new industries now part of the telecommunications field, this universal service fund will increase significantly.

So if low service rates are key to getting technology in my classroom, how low are the rates going now?

In November, an FCC Federal State Joint Board on Universal Service recommended that schools and libraries receive a sliding scale of discounts from 20 to 90 percent, based on ability to pay, and that all available services be subject to the discount. The discounts must apply to internal wiring (classrooms), and monthly Internet services must be discounted.

The FCC must issue the final regulations, but it's expected to follow the Joint Board's recommendations.

Once the FCC issues the final rules in May 1997, state public utility commissions will be implementing these rules for inter-state services within states. And they'll be promulgating formulas for intra-state discounts for schools and libraries.

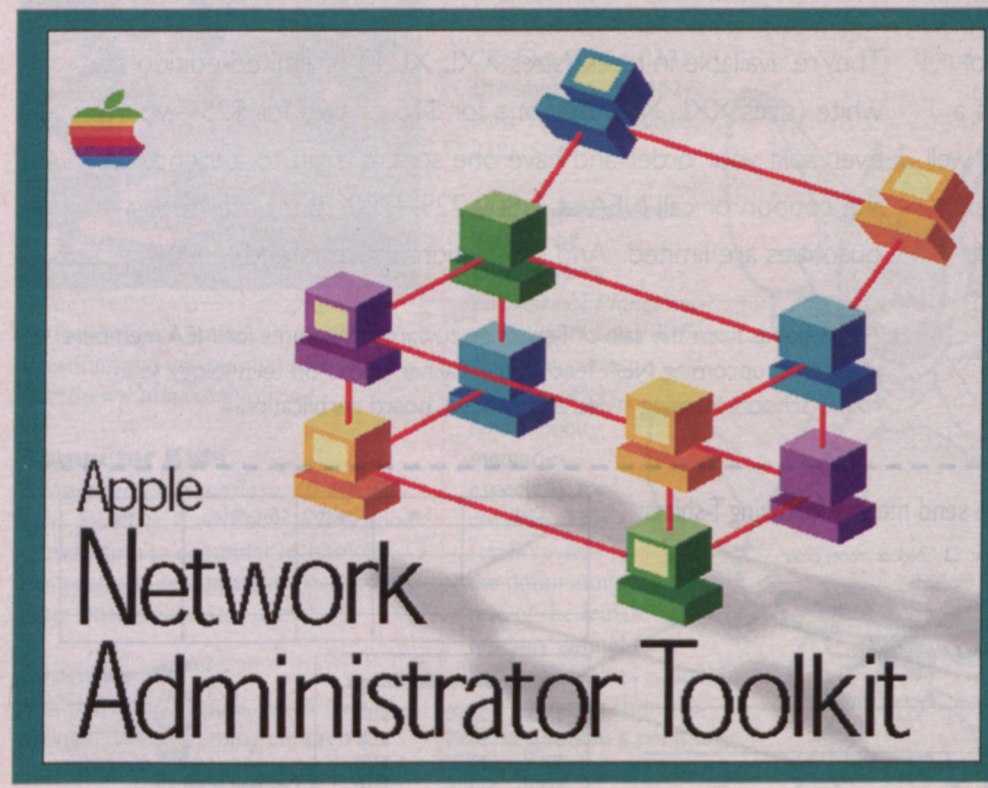
What's NEA been doing to see that education truly benefits from this new law?

NEA and its state affiliates have been active members of EdLiNC, a coalition working to secure rate formulas that translate into meaningful access for schools and libraries. The coalition, which includes groups such as the American Library Association and the National School Boards Association, maintains that rates must be deeply discounted and all services should be subject to the discount.

As public utility commissions nationwide deliberate on how best to set rates, NEA affiliates expect to have their say. The Wisconsin Education Association Council, for one, helped form a coalition to ensure its public utility commission adequately provides for schools.

"We have a once-in-a-lifetime opportunity to make sure educators and students aren't cut off from the technology available to everybody else in our society," says Barbara J. Yentzer, director of NEA's Center for Education Technology. "If we miss this chance, we'll shortchange our students for years to come."

Screen Shot



If your school or district has a network of Macintosh computers, the Apple Network Administrator Toolkit is a suite of software applications that'll make your life easier. It allows users to manage computer access and usage, update software remotely, restore hard-disk configurations, and provide direct assistance to users over the network. The 10-pack price for educators costs $349. For more information, call 800/293-6617.

Web Winners

Cite a Site

If your students need a quick lesson on how to cite electronic resources, visit (http://www.classroom.net/classroom/CitingNetResources.html) for the proper way to cite E-mail, gopher, FTP, Telnet, www, Usenet groups, and IRC resources. There are also links to other Web sites with more information on how to cite Internet resources.

Etymology Alert

"Where's That From?" at (http://www.intuitive.com:80/origins) quizzes students on the origin or definition of 10 randomly selected words. Questions have multiple choice answers—and the choices are tough! Students will be warned that "the false answers will often also seem quite plausible, and some of the true answers are hard to believe, but we have documentation."

Integrating the Internet

"Integrating the Internet Newsletter" at (http://seamonkey.ed.asu.edu/~hixson/ index/index.html) offers links to hundreds of curriculum resources, examples of complete study units using the Internet, plus a tutorial and slideshow on using the Internet, planning projects, and designing classroom Web pages.

Block Scheduling

At Wasson High School in Colorado Springs, Colorado, block scheduling has been in place for seven years. To learn more about the school's experience, visit its site at (http://www.classroom.net/classweb/myhome.html). There are links to the pages of other schools that block schedule, text files, sample lesson plans, and other block scheduling resources.

Schrock's Guide

To find Web sites that enhance curriculum and professional growth, take a look at Kathy Schrock's Guide for Educators site at (http://www.capecod.net/Wixon/Wixon.htm). Schrock, featured in the December 1995 *NEA Today*, continues to offer numerous links to subject sites, tools to use to evaluate Web sites, and a slide show on the "Teacher's Role in Cyberspace," among many other features.

SOMETIMES, WHAT WE INSPIRE IN CHILDREN HAS A BEAUTIFUL WAY OF COMING BACK TO US.

These images of favorite teachers were drawn by public school children. Even the theme line, "Think, Dream, Live, Learn," was a child's idea. We think these images capture the spirit of learning so well that we've put them on a T-shirt. Now every NEA member can make a positive statement about education and look great doing it! The staff of the NEA Professional Library is delighted to offer you the same 100% cotton, 100% union-made T-shirts that were such a big hit at the 1996 NEA Annual Meeting.

They're available in black (sizes XXL, XL, L) or limited-edition white (sizes XXL, XL). Buy one for $15 or two for $25—you can even split your order and have one sent as a gift to a friend. Use the coupon or call NEA at 1-800-229-4200. But order today—quantities are limited. And satisfaction is guaranteed!

All proceeds from the sale of T-shirts go toward mini-grants for NEA members writing for upcoming NEA Teacher-to-Teacher Books on technology, year-round schools, learning styles, and national board certification.

I want to show the world I know what education is all about! Please send me the following T-shirts:

Ship to: (Attach separate sheet with gift address. Be sure to clearly identify selection. Limit one additional address.)

Name _____

Organization _____

Address _____

City _____ State ___ Zip _____

Phone _____

Fax _____

Payment Information: ❑ Check or money order (made payable to NEA) is enclosed.

❑ Bill me.*

❑ Charge my ❑ VISA ❑ MasterCard

Card # _____

Exp. Date _____

Signature _____

*Extra handling fee may be added to billed orders. Include CA or DC sales tax if applicable.

Color	Size	Quantity	Amount Each	Total

†Shipping and Handling Charges

$15.00–	$25.00	$3.00
$25.01–	$50.00	$5.00
$50.01–	$75.00	$7.00
$75.01–	$100.00	$9.00
Over	$100.00	$11.00

Please allow 4–6 weeks for delivery.

Subtotal _____

Tax if applies _____

S&H† _____

Total _____

Mail your order to:

NEA Professional Library
P.O. Box 509
West Haven, CT 06516

Heads Up!

TV Tips

Mandela's Fight for Freedom

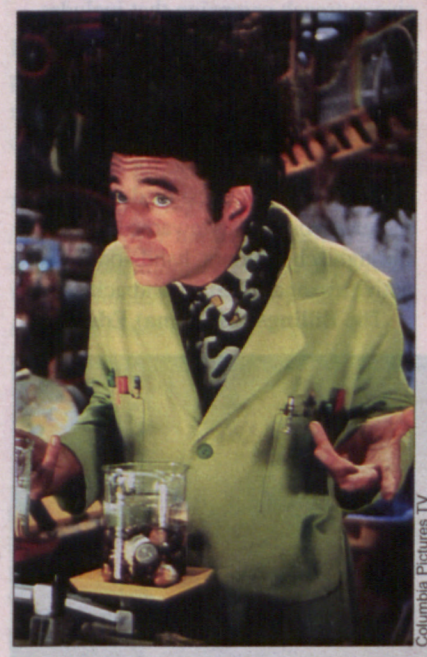
The Discovery Channel, Friday, January 10, 9-10 p.m. ET. This program explores the politics, debate, and secret negotiations that finally led to Nelson Mandela's release after 27 years in prison and explains how majority rule was finally established in South Africa.

The New American High School

Distance Learning, Tuesday, January 21, 8-9 p.m. ET. This program from the U.S. Department of Education, the National Alliance of Business, and the Center for Workforce Preparation suggests how schools should prepare students for the next century.

Beakman's World

CBS, Saturdays, 12-12:30 p.m. ET. Performance artist Paul Zaloom returns as the ever-inquisitive scientist on an exciting journey of discovery. A study guide is available by writing to CBS/Educational & Community Services, 51 West 52nd St., New York, NY 10019. Beakman's World is also



Columbia Pictures TV

on the Web and includes fun science questions and educational links. Go to http://www.nbn.com/youcan/.

Computer Kids

Knowledge TV, Saturdays, 10-10:30 a.m., Sundays, 8:30-9 p.m. ET. A good introduction to computer technology, this program demonstrates basic computer skills to children ages 6-10.

Grandpa Art

National Public Radio, check local listings. Award-winning children's recording artist Grandpa Art (Arthur Custer) hosts this series of programs designed to improve the "science IQ" of children ages 3-9. Audiocassettes of Grandpa Art's "Nature Songs for Children" are available for $8.95 from The Sun Group, 1133 Broadway, Suite 1527, New York, NY 10010, 212/255-1000.

Murray De'Alley/ABC

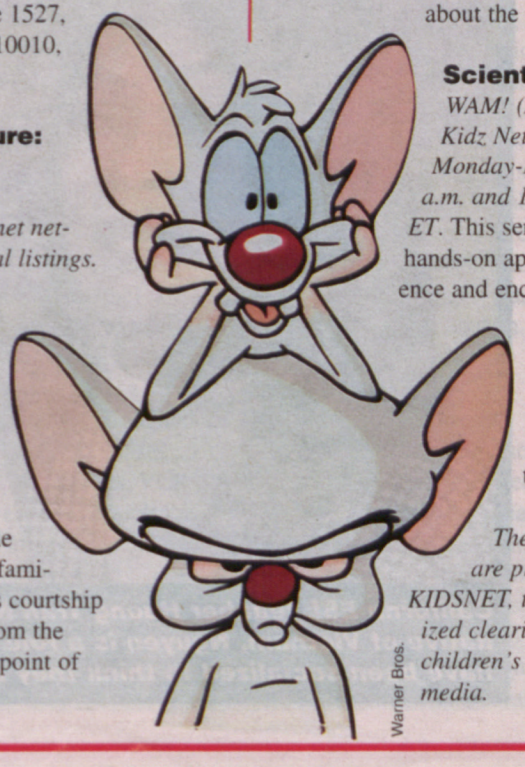
Dangerous Minds: *ABC, Mondays, 8-9 p.m. ET. The movie is now a series with Annie Potts as Louann Johnson, a tough but inspiring inner-city teacher. For a study guide, write to "Dangerous Minds," ABC Community Relations, 77 West 66th St., New York, NY 10023-6298.*

Mother Nature: Tales of Discovery

The Animal Planet network, check local listings. This new cable network offers nature documentaries especially for children. This series reveals the dominating role of the female in many animal families and explores courtship and parenting from the female animal's point of view.

Pinky & The Brain

The Warner Brothers Television Network, Sundays, 7-7:30 p.m. ET. This popular animated cartoon show returns just in time for the Inauguration with a special musical segment about the presidency.



Warner Bros.

Scientific Eye

WAM! (America's Kidz Network), Monday-Friday, 6-6:30 a.m. and 12-12:30 p.m. ET. This series features a hands-on approach to science and encourages students to ask questions about science and the world around them.

These listings are provided by KIDSNET, the computerized clearinghouse for children's electronic media.

School Stories

If you missed the first episodes of *School Stories*, a new program from NEA and The Learning Channel that shows what's really happening in America's classrooms, you'll get a chance to see them again. Here's the schedule:

Putting Kids First

Sunday, December 29, 12:30 p.m. Visit Teachers Memorial, a remarkable elementary school where the staff shun bureaucracy, barter with businesses, and reach out to parents to improve education for the poor children they serve.

The Drive To Teach

Sunday, January 5, 12:30 p.m. To increase the number of minority teachers, the Savannah, Georgia school district set up a partnership with local universities that gives school support staff the chance to become teachers. See how the program is working through the eyes of its students.

Class Act

Sunday, January 12, 12:30 p.m. Rhode Island teacher Mary Lee Drouin loves to use her singing and theatrical talent to teach English literature. Watch this class act share her talent and passion for literature.

Second-Chance High

Sunday, January 19, 12:30 p.m. What happens when you mix high school students who were expelled with kids who dropped out and older welfare recipients who are back in school? In Shreveport, Louisiana, the answer is learning—the key is teaching to a variety of learning styles.

The Struggle for Safety

Sunday, January 26, 12:30 p.m. In Long Beach, California, it's an everyday struggle to keep the influence of local gangs from seeping into school hallways. Take a look at some of the measures—some draconian, others more hopeful—that schools have had to use to keep their children safe.

BONUS: An added plus for NEA members: Each episode of *School Stories* is available on video (after it airs) with an additional 15 to 20 minutes of tips from the educators featured in the show. For details or to order, call 800/229-2400.

Heads Up

Awards

Disney Award Finalists

The following NEA members were among the 36 finalists for the 1996 Disney American Teacher Awards. Winners were announced after *NEA Today*'s press date in a telecast on the Disney Channel.

- **Stephan P. Barnicle**, music, Simsbury High, Simsbury, Connecticut
- **Nancy J. Berry**, first grade, Franklin Elementary, Logansport, Indiana
- **E. Frank Bluestein**, theater, film, video, and speech, Germantown High, Germantown, Tennessee
- **Fred L. Carrington**, science, U.S. Grant High, Resceda, California
- **Patricia Colbert-Cormier**, science, Lafayette High, Lafayette, Louisiana
- **Lynn Flieger Countryman**, visual arts, Prairie Middle, Aurora, Colorado
- **Jane Mack Edwards**, vocational and technical education, Lincoln Southeast High, Lincoln, Nebraska
- **Nancy Raso Eklund**, physical education, Washington Elementary and Roosevelt Elementary, Green River, Wyoming
- **Michael F. Grace**, music, Community High, Ann Arbor, Michigan
- **Rosemary Haigh**, French, Elmont Memorial High, Elmont, New York
- **Phoebe D. Irby**, special education, Dover School, Dover, Florida
- **Linda Jackson**, vocational education, Martin Luther King Career Center, Anchorage, Alaska
- **Sharon C. Locey**, sixth grade, Riverside Elementary, Milwaukie, Oregon
- **Anita Argust Lyle,** Mathematics, Nashua High, Nashua, New Hampshire
- **Patrick S. Mara,** Mathematics, Pueblo South High, Pueblo, Colorado
- **Angela del Carmen Martin Gorno**, Spanish, Capistrano Valley High, Mission Viejo, California
- **Christopher Queally**, English, Thornton Academy, Saco, Maine
- **Roxanne Reneé Rose-Duckworth**, fourth & fifth grade, Alderwood Elementary, Bellingham, Washington
- **Jane L. Schleeter,** Mathematics, Indian Trail Junior High, Plainfield, Illinois
- **Lloyd L. Sensat, Jr.**, visual arts, Hahnville High, Boutte, Louisiana
- **Ruby Zell Sutton**, physical education, Emsley Armfield Laney High, Wilmington, North Carolina
- **Sheila Syyrud**, physical education, Washington Lowell Elementary, Rock Springs, Wyoming
- **Bernard P. Walter, Jr.**, health, Arundel High, Gambrills, Maryland
- **Maryanna Quon Warner**, science, Del Dios Middle, Escondido, California
- **Jerry Westfall**, vocational education, Tigard High, Tigard, Oregon
- **David R. Williams**, foreign languages, Dumbarton Middle, Baltimore, Maryland
- **Richard C. Wormeli**, English, Herndon Middle, Herndon, Virginia.

Unsung Heroes

Two of the top prize winners in Northern Life's "Education's Unsung Heroes" program are NEA members. Virginia member **Catherine Ney**, a fifth grade teacher in Blacksburg, Virginia, received $10,000 for a program that links children's literature with math, science, and other topics.

Stephen Simmons, a high school engineering teacher, received the $5,000 third place prize for his project creating an alternative fuel vehicle.

For detailed information about the 1996 awardees and their projects, plus tips on applying for the 1998 awards, visit Northern Life's Web site at http://www.unsungheroes.com.

NEA Urban Grant Winners

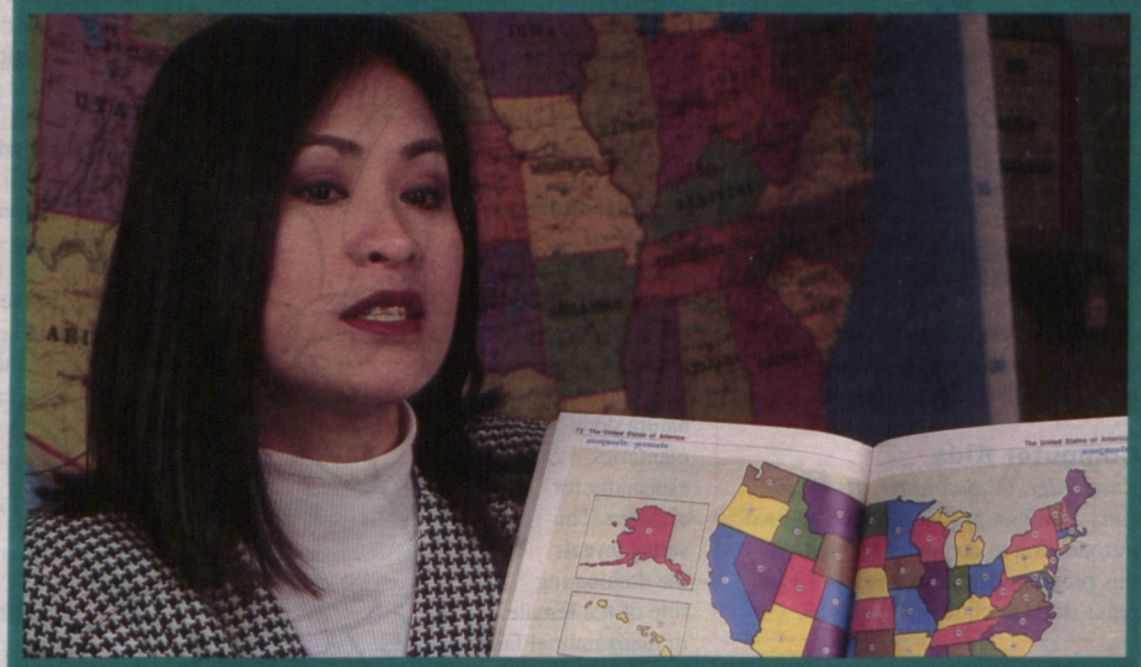
NEA's Center for the Revitalization of Urban Education (CRUE) recently announced the winners of its 1996 Urban Grant Awards.

The program awards $4,000 to a few dozen local affiliates for innovative work within their communities. The winners are:

- The **Huntsville (Alabama) Education Association**, for "Peers Helping Peers," a peer assistance and mediation program for high school students.
- The **Anchorage (Alaska) Education Association**, for a media campaign in south-central Alaska designed to build support for public education.
- The **Aurora-Littleton (Colorado) UniServ**, to continue its work in building family, school, and community partnerships.
- The **Colorado Springs Education Association**, to establish a charter high school built on a civic values curriculum.
- The **Escambia (Florida) Education Association**, for the Center for Integrating Technology in Education, a program that will train teachers and parents in computer use.
- The **Schaumberg (Illinois) Education Association** and the **Schaumberg Education Employees Organization**, to continue efforts to restructure two elementary schools.
- The **Springfield and Decatur (Illinois) Education Associations**, for efforts to provide beginning teachers with training in classroom roles.
- The **Des Moines (Iowa) Education Association**, to help create a learning community by applying the theories of Steven Covey, Peter Senge, and others.
- The **Blue Valley NEA, Olathe NEA,** and **NEA Shawnee Mission (Kansas)**, to produce a community newsletter to show parents what's really happening in schools and to garner support for public schools.
- The **Jefferson County (Kentucky) Teachers Association**, two grants, one to create an outdoor community garden and greenhouse, and two, to create a log cabin classroom.
- The **Barnstable (Massachusetts) Teachers Association**, for its aggressive outreach campaign that includes newsletters, brochures, welcomes to new parents, and partnerships with community agencies.
- The **Saginaw (Michigan) Education Association**, for Project Closeup, a project designed to increase community awareness through school tours, hands-on activities, and information packets.
- The **Billings (Montana) Education**

Rachelle Omenson

New Jersey biology teacher and athletic coach Richard Ruffalo was Disney's top teacher in 1996.



Bob Riha, Jr.

Californa ESL teacher Huong Tran Nguyen won Disney's top title in 1995. A native of Vietnam, Nguyen is a role model for language-minority students who have been socialized to think they can only get minimum wage jobs.

Heads Up

Association, for Sound Exposure for Quality Education, a partnership between the BEA, the Montana Education Association, and the High Plains News Service to produce a series of radio stories on innovative education programs.

- The **Manchester (New Hampshire) Education Association**, for the "Love of the Arts," a program using the local Association office as a public student art gallery and performance center to promote art appreciation.
- The **Paterson (New Jersey) Education Association**, for community outreach through a series of public forums and talking points.
- The **Chester Upland (Pennsylvania) Education Association**, for conflict resolution training for teachers with the goal of creating a cadre of skilled mediators.
- The **Fort Worth (Texas) Education Association**, to identify and integrate a Fort Worth school into the NEA KEYS Project.
- The **Education Association of Norfolk (Virginia)**, to continue its successful "Check Out Teaching" program encouraging students (particularly minorities and males) to pursue education careers.
- The **Edmonds (Washington) Education Association**, to involve parent and community stakeholders in its efforts to define performance standards for students.

For more information about the Urban Grant Program, contact the NEA Center for the Revitalization of Urban Education, 1201 16th St., N.W., Washington, DC 20036, 202/822-7155, E-mail: LRobinson@nea.org.

Contests

Reading Rainbow

Reading Rainbow, the award-winning PBS children's series, announces the Third Annual Young Writers and Illustrators Awards Contest for kids in grades K-3. Entry deadline: April, 1997. To find out if your local PBS station is participating or to get more information, send requests along with a self-addressed, stamped envelope to Reading Rainbow, Young Writers and Illustrators Awards Contest, c/o Nan Schweiger, GPN/Nebraska ETV Network, 1800 North 33rd St., Lincoln, NE 68583.

Computer Creativity

"Re-boot Your Mind" is a nationwide contest sponsored by the Business Software Alliance that challenges students in grades 6-12 to showcase their computer creativity. Students are asked to create a screensaver design that encourages respect for software management ethics. Entry deadline: March 22. Winning designs will be announced in June. For rules, teacher guides, and entry forms, contact Kim Willard, 202/530-5127, fax 202/872-5127, or E-mail: kimw@bsa.org.

Video Thoughts and Dreams

Middle and high school videographers have a chance to show their stuff and win prizes ranging from a complete editing studio to video mixers.

Videonics Editing Company is holding its third annual "Thoughts and Dreams" competition. All middle and high school students are invited to submit a short student-produced video communicating their thoughts and dreams. Deadline: April 1, 1997.

Contact Videonics, 408/866-8300, fax 408/866-4859, (http://www.videonics.com/info@videonics.com).

Got an Old Map?

If you have an old map gathering dust, Rand McNally is looking for you.

Every school that enters the Oldest Wall Map Hunt will receive a folded world map. Schools that send one in for verification will receive a map on a spring roller as a replacement.

Deadline: February 14. The winner will be announced in early April. For an information kit with entry forms, call Rand McNally, 800/678-7263.

Children's Creative Writing

Children 14 and under are invited to enter stories in the annual National Children's Creative Writing Campaign. Finalists in five different age groups will receive a $100 U.S. Treasury Bond, and their schools will receive a matching donation for their library. Deadline: February 19. Contact the Children's Creative Writing Campaign, P.O. Box 999, Cooper Station, New York, NY 10276.

Video Voyages

To enter the 1997 Weekly Reader/Panasonic Video Voyages Contest, students must form a team, pick a topic from the following categories—personal, local, national, historical, and future issues—then make a tape. The tape must be in VHS format and no longer than 10 minutes. Prizes include Panasonic camcorders, VCRs, TVs, and more. Deadline: March 17.

For details and an application, call 860/638-2400, send E-mail to voyages@weeklyreader.com, or write Weekly Reader Corp., 245 Long Hill Rd., P.O. Box 2791, Middletown, CT 06457-9291.

Grants

Southern Grants

Educators in nine Southeastern states—Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee—are eligible for Bell South grants for innovative programs that improve learning. For information, contact the Bell South Foundation, 404/429-2396, fax, 404/249-5696, E-mail: grants.manager@bsc.bls.com.

Teacher Research

The Spencer Foundation offers small one-year grants ($1,000 to $12,000) to fund teacher research. Deadlines are ongoing. For more information, contact the Small Grants Program, Spencer Foundation, 900 North Michigan Ave., Suite 2800, Chicago, IL 60611-1542, 312/337-7000.

Correction

In a previous Grants listing (Heads Up, November), the fax number and E-mail address for Discovery Grants from Best Practices in Education was incorrect. The correct fax number is 207/780-8731 and E-mail address is info@bestpraceduc.org. *NEA Today* regrets the error.

Conferences

NEA National Conference

"An American Imperative: Achieving Quality Learning for All Students" is the theme for the 1997 NEA national conference.

Designed to explore real-world approaches to improving student achievement and educational quality in our nation's public schools, the conference will include educators, policymakers, parents, business leaders, community leaders, and students.

The conference will take place April 11-14 at the Sheraton Crescent in Phoenix, Arizona. For more information or registration forms, call 800/632-0086 or send an E-mail to CAdams@nea.org.

Rural Schools

The first, national, interactive teleconference on information technology in rural schools will take place March 25 and be available by downlink in hundreds of schools across the country.

The conference, sponsored by Organizations Concerned About Rural Education will provide hands-on help for rural schools and communities and allow participants to share their experiences. For more information about setting up a downlink site, contact PBS, 800/257-2578.

Holocaust Education

The United States Holocaust Memorial Museum announces its third annual Arthur and Rochelle Belfer National Conference for Educators July 13-15, 1997 and July 20-22, 1997. Middle school and high school educators are invited to apply to attend either of the two three-day conferences.

During the conferences, participants will have an opportunity to meet with museum staff, visit the permanent exhibition, attend seminars, and collect educational resources.

Applications will be available mid-January and are due on March 15, 1997. For information, contact Sylvia Kay, conference coordinator, 202/488-2639, fax 202/314-7888, E-mail to skay@ushmm.org, or by snail mail, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Pl., S.W., Washington, DC 20024-2150.

Next Issue

Looking Ahead to February

Next month's issue of *NEA Today* will include:

- "99 Ways To Get Free Stuff For Your School." Sure, there's no such thing as a free lunch. But sometimes there are opportunities for educators to get free resources for their classrooms.

In this cover story, you'll find a huge list of top-quality free materials, grant opportunities, and Web sites that deliver more than your mailbox ever did. Plus, inspiring stories from four NEA members who found ways to hit the jackpot.

- "Understanding International Comparisons." *NEA Today* will take an in-depth look at the recently released international comparison of math and science education. What do international comparisons really mean? What does this most recent study say to math and science teachers? Get the "Inside Scoop."
- "Attention Deficit Disorder: Myth or Fact." Look for an interview with psychologist Thomas Armstrong, who calls ADD "a dumping ground for a heterogeneous group of kids who are hyperactive or inattentive for a variety of reasons, including underlying anxiety, depression, and stresses in their families, schools, and in our culture."

All this and more in next month's issue of *NEA Today*.

Heads Up

Free or Inexpensive

It's in the Cards

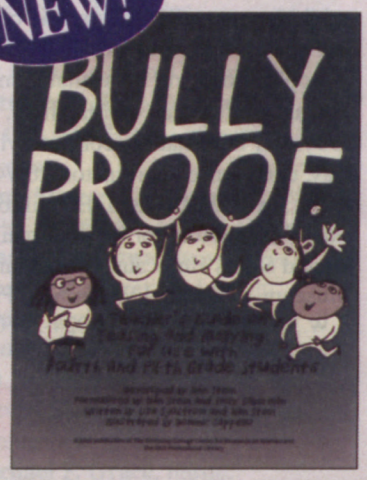
Two popular educational tools are now playing cards, too. The Brain

Quest® Card Game and The Magic School Bus® Playing Cards are a fun way to challenge and motivate students. The Brain Quest cards, three levels for kids in grades 1-6, sell for $4.99 retail. The Magic Bus cards, for kids ages 4-10, sell for $4 retail. For more information, call The United States Playing Card Company, 513/396-5717.

STOP...LISTEN...LEARN!

Presenting lively classroom lessons that address today's most challenging issues.

NEW!



Bullyproof
A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students
Nan Stein and Lisa Sjostrom
60 pp., 1996, Stock #1873-7-00-D, Non-members $19.95,
NEA Members $15.95

Flirting or Hurting?
A Teacher's Guide on Student-to-Student Sexual Harassment in Schools
(Grades 6 through 12)
Nan Stein and Lisa Sjostrom
116pp., 1994, Stock #1864-8-00-D, Non-members $19.95,
NEA Members $15.95

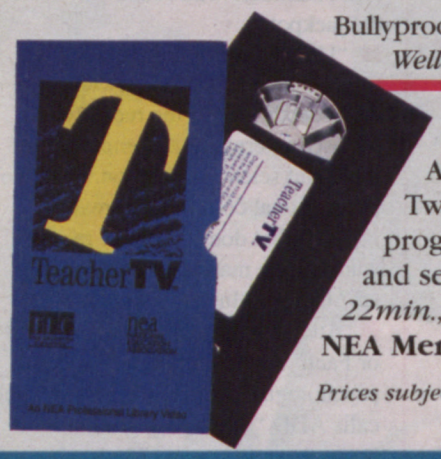
REQUIRED READING for all 6th-12th grade teachers!

Bullyproof and **Flirting or Hurting?** are effective teacher's guides for preventing, confronting, and resolving teasing and bullying among students as well as student-to-student sexual harassment.

Each book contains suggested role plays, case studies, and homework assignments you can use and adapt for your classroom. In addition, you'll find:

- core lessons
- student handout reproducibles
- supplemental activities
- homework ideas
- background teaching notes
- writing assignments

Bullyproof *and* Flirting or Hurting *are joint projects of NEA and the Wellesley College Center for Research on Women.*



NEW LOW PRICE for NEA members!

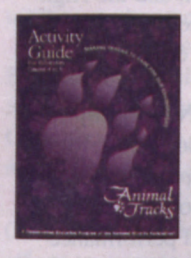
Sexual Harassment and Schools
A Teacher TV video, Episode #28
Two schools with successful sexual harassment programs show how they have approached awareness and sensitivity with their students and school staff.
22min., VHS, Stock #7777-6-00-D, Non-members $19.95,
NEA Members $15.95

Prices subject to change. Shipping and handling will be added to each order.

HOW TO ORDER

To order any NEA Professional Library title, or to receive a FREE catalog, call now toll free:

1-800-229-4200



Environmental Care

Need some help teaching kids to appreciate nature? The Animal Tracks Activity Guide, compiled by the National Wildlife Federation for kids in grades 4-6, is now available from the NEA Professional Library for $12.95 plus s&h. To get the NEA member price of $9.95 plus s&h, use stock #1872-9-00-F. To order, call 800/229-4200.

Bilingual Storytelling

When storytime comes, try a tale in two languages. *Listen, a Story Comes/Escuche, Viene un Cuento* is the newest title from noted storyteller Teresa Pijoan. This illustrated collection offers stories in both English and Spanish. Available for $14.95 plus $3.75 s&h from Red Crane Books, 800/922-3392, http://www.redcrane.com.

MADD Magazine

Mothers Against Drunk Driving offers new publications for elementary, junior, and senior high students. *On Track* includes colorful graphics, celebrity interviews, and advice. $10 per classroom set of 40 (includes s&h). Contact the Programs Department of the MADD national office, 511 E. John Carpenter Fwy., Ste 700, Irving, TX 75062. You can fax requests to 214/744-6233.

Special Needs Kids

Information and Activities to Promote Awareness and Understanding is a sourcebook designed for teachers who work with special needs kids—in both mainstream classes and special ed classes—in grades 3-6. The book provides info about various disabilities, explains how to write an IEP, and offers advice on how to meet students' needs. $16.95 plus $3.50 s&h from Learning Works, 800/235-5767.

Heads Up

Alphabet Fun
Alphabet Antics by teacher Ken Vinton offers a host of fun-filled learning activities to help kids learn their letters. $19.95 plus $4.25 s&h. To order, call Free Spirit Publishing, 800/735-7323.

Moving Monologues
Volumes 1 and 2 of *Profiles of Women Past & Present* contain 15 monologues for school presentations. Volume 1 includes Barbara Jordan, Sally Ride, and Sacagawea. Volume 2 includes Maya Angelou, Wilma Mankiller, and Alice Paul. Written by Thousand Oaks AAUW members.

To order, send check or money order for $14.95 per volume plus $2.50 s&h (CA residents add tax) to: AAUW/Profiles, P.O. Box 4223, Thousand Oaks, CA 91359-1223.

Global Dialogue
With Respect for Others: Activities for a Global Neighborhood offers multicultural activities for pre-K-grade 3 students to help them explore differences in religion, gender, race, customs, and more. Available for $17.95 plus $4 s&h from Humanics Learning, 800/874-8844.

New Magazine
Parenting for High Potential, a new quarterly magazine from the National Association for Gifted Children, makes its debut. Free with a $50 annual membership in NAGC. For more information, send a self-addressed, stamped envelope to the National Association for Gifted Children, 1707 L St., N.W., Suite 550, Washington, DC 20036, 202/785-4268.

Best Friends
The American Kennel Club has produced a free elementary school program about dogs and responsibility. The "Best Friends" teaching kit includes a video, teacher's discussion guide, student activity copymasters, student award certificate, recommended reading list, and wall poster. To order, write to the American Kennel Club, 5580 Centerview Dr., Suite 200, Raleigh, North Carolina 27606-3390, or call 919/233-9767.

Drug Prevention
Making the Grade: A Guide to School Drug Prevention Programs is a comprehensive review of school programs designed to prevent alcohol, tobacco, and drug use. Its contents can show you what's been learned from studying existing prevention efforts—and help you spend your dollars wisely. For a copy, send a check or money order for $12.95 (includes s&h) to Drug Strategies, 2445 M St., N.W., Suite 480, Washington, DC 20037. For details, call 202/663-6090.

If you hate the idea of shopping for a mortgage, order one over the phone.

Now you can end the shopping, paper work, and waiting involved in getting a mortgage or home equity loan!

With the NEA Home Financing Program℠ from NEA Member Benefits, provided by Norwest Mortgage, Inc., you can apply for your mortgage or home equity loan right over the phone. Experienced loan counselors will guide you through the entire process, right up until closing. You can enjoy competitive rates, a $150 refund after closing on your home purchase or refinancing*, and a fast loan decision. You can also get a loan commitment** *before* you shop for a home, and a special low down-payment option. The NEA Home Financing Program is also open to your parents and children.

We're here from 8 a.m. to midnight ET every weekday. So "order" your mortgage over the phone by calling the NEA Mortgage QuickLine today!

nea Member Benefits

1-800-NEA-4-YOU, ext. 197
(1-800-632-4968)

NORWEST MORTGAGE

NEA Home Financing Program℠... *helping to make dreams affordable*

*Expires 3/31/97. Credit subject to approval. ** Loan commitment is subject to the terms and conditions stated in the commitment letter. The NEA is not offering or originating any loans in connection with this program. The NEA does not take or process applications, or approve or deny loans. This Program is administered by Norwest Mortgage, Inc. which processes, originates, and services loans. Norwest Mortgage, Inc. originates loans from its principal office in Arizona under License No. BK 7551, originates loans in California under a license issued by the Department of Real Estate, originates loans in Massachusetts under License No. ML 0274, is a licensed Mortgage Banker - NYS Banking Department and is a Georgia, Illinois, and Rhode Island Residential Mortgage Licensee. Information is accurate as of the date of printing and is subject to change without notice. The benefits of this program are only available by calling the 800 number listed above, and cannot be combined with any other offers or discounts. Equal Housing Opportunity Lender.

HFNT0197

Heads Up

Web Winners

Classline's Online
Classline, the special feature section of *USA Today* tailor-made for teachers, is now on a Web site, too, offering articles, information, hotlinks, and much more. Look for (http://www.usatoday.com/classlin/clfront.htm).

School House Rock
Remember "Conjunction junction, what's your function?" This site, based on the popular TV series "School House Rock," is now a homepage. You can find it at http://iquest.com/~bamafan/shr/.

Smithsonian on Screen
Call up the Smithsonian's Office of Elementary and Secondary Education and tap into a vast network of teacher resources, school-museum partnership opportunities, and links to a network of Smithsonian museums. You'll find it at http://educate.si.edu/.

Community Volunteering
Are your students thinking about community service? Here's a useful site to help you guide your students in their efforts. Servenet, the new Web site from Youth Service America, connects volunteers with information about service opportunities in their communities. Check it out at (http://www.servenet.org). Send E-mail to info@ysa.org, or fax 202/296-4030.

ASCD on the Web
The Association for Supervision and Curriculum Development (ASCD), a great source for curriculum resources, parent information, and more, is accessible on the Internet at http:/www.ascd.org/index.html.

Metro Museum
The Metropolitan Museum of Art has launched its interactive museum, offering collections that span 5,000 years and cultures that cover the world. Be a tourist by traveling to http://www.metmuseum.org.

Math Site
The Houghton Mifflin Web site features K-8 student activities and resources for math, language arts, social studies, plus ideas for at-home projects. The address is (http//www.hmco.com/hmco/school/index.html).

Arts Educators
Looking for an online link with great resources, curriculum materials, and discussion areas, not to mention hotlinks to other museums and arts groups? Tap into the ArtsEdNet—http://www.artsednet.getty.edu—from the Getty Center for Education in the Arts.

Science Site
The "Scope, Sequence & Coordination" Web site created by the National Science Teachers Association offers science educators curriculum resources from "A Framework for High School Science Education." Check it out at (http://www.gsh.org/NSTA_SSandC).

School Librarians
Attention all school and public library librarians: NEA member Karen Gentile has made your Internet life easier. Her Web site offers an extensive collection of resources, plus links to other sites on topics ranging from children's books to grants. You'll find it at http://www.yrb.com~cyberian.

Playing Politics
Teachers and students can get the latest political information from a Web site created by the *National Journal* and the American Political Network. PoliticsNow offers everything from post-campaign wrap-ups by major media to legislative updates. Look for http://Politicsnow.com.

NASA
Beam into the NASA homepage and find out about NASA's Space Grant program, educational resources, and science and technology events. Set your sights for (http://quest.arc.nasa.gov/OER/EDRC22.html).

Children's Television
Tap into a reference library of *Creative Classroom* articles, plus plenty of tips, games, and activities you can download right away. All this and much more from the creators of Sesame Street. Look for http://www.ctw.org.

Ask an Expert
If you've got a burning educational question, this site may have the answer or someone who knows it. Link up with more than 200 Web sites and E-mail addresses. Start your search at (http://www.askanexpert.com/p/ask.html).

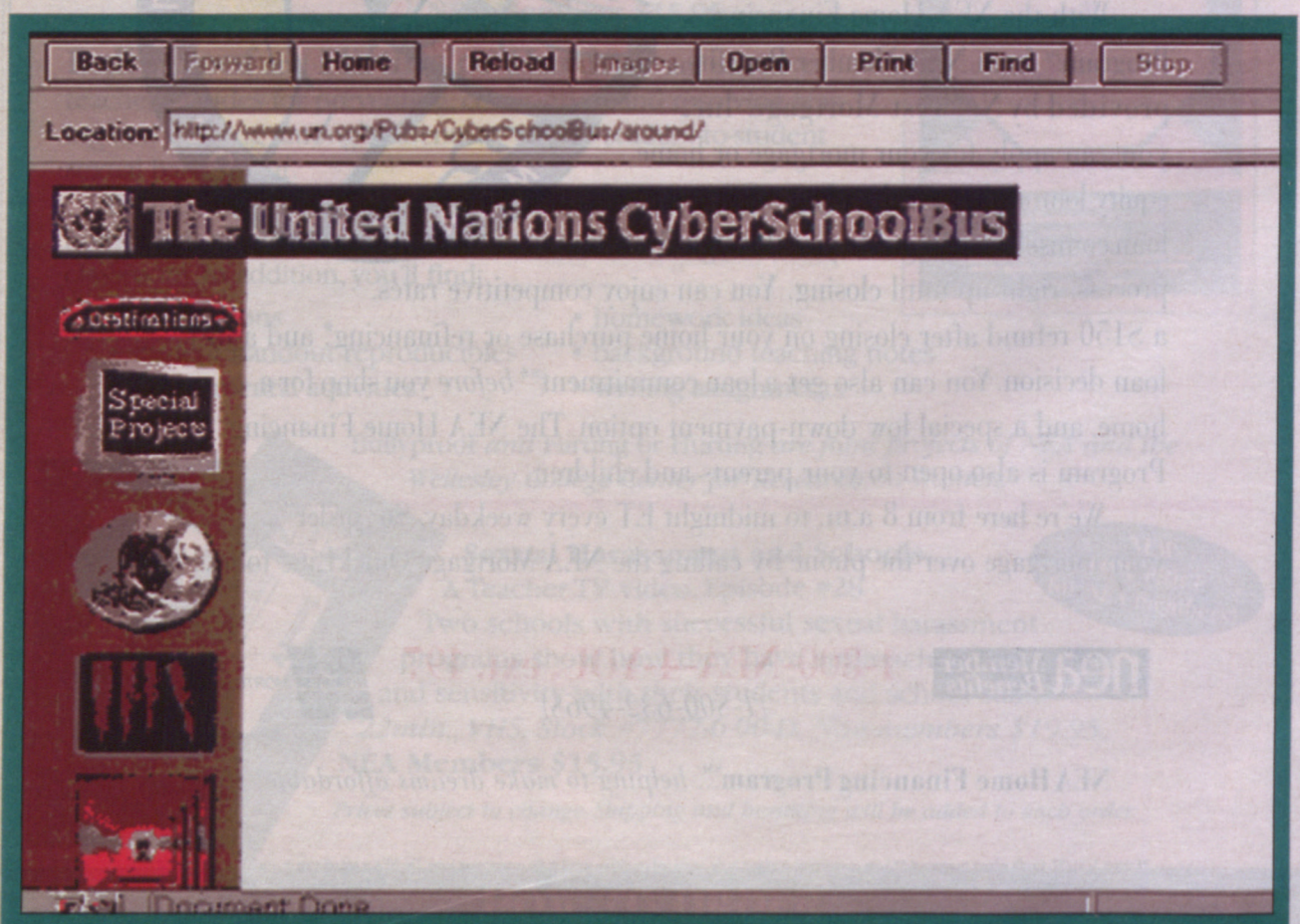
Urban Educators
The ERIC Clearinghouse on Urban Education offers a wealth of materials, including parent and teacher guides, directories, and articles on urban and minority families, schools, and communities, plus hotlinks to other Internet resources. Check it out at http://eric-web.tc.columbia.edu.

Elementary Teachers
Cybertrail is a tour of educational resources on the Web and can be especially helpful for elementary teachers new to the Internet. Look for http://www.wmht.org/trail.

Resources for Readers
Bantam Doubleday Dell's Books for Young Readers has launched a new Web site for teachers. The Teachers Resource Center includes reviews with authors and illustrators, classroom activities, and author photographs and bios. Look for it at http://www.bdd.com/teachers.

In the Rain Forest
Everything you need to take a stand for the preservation of the rain forest. Rainforest Action Network's Web site offers activities and action alerts. Look for http://www.igc.apc.org/ran/.

Cyberschool Magazine
A comprehensive learning magazine on the Web, *Cyberschool* is packed with articles, Web reviews, and links to other education sites. Go to (http://www.cyberschoolmag.com:/csm/in0htm).



Get on the bus—the UNICEF Cyberspace Bus, that is. UNICEF's interactive Web site for teachers and students offers everything from access to United Nations publications to opportunities to link up with experts and even ambassadors. You can even win prizes from the Global Teach-In Project. Look for http://www.un.org/Pubs/CyberSchoolBus/.

In the Light Lane

So Where Are the Clowns?

When making papier-mâché masks, my students were to rip newspaper into strips and soak them in the glue mixture. Some were having problems getting the correct width, so I demonstrated how to hold the newspaper and rip the strips one-inch wide. One of my third grade boys watched me admiringly and said, "Mrs. Lutz, you are the best stripper I have ever seen."

Bonnie Lutz
Evansville, Minnesota

As I distributed a quiz to my seventh grade English class, one student asked how they should prepare the paper's heading. I responded, "Write your name, and then wait."

After a few seconds, I heard a shy girl's voice from the back of the room ask, "Well, I can understand why you want us to write our names on the paper, but why would you want to know our weight?"

As soon as she realized what I'd meant, no one giggled more about this incident than the girl who asked the question.

Robert Ritzer
Ramsey, New Jersey

I was teaching a class of first graders about Wolfgang Amadeus Mozart, whose birthday is in January. I introduced the book I had on young Mozart by saying, "This week, we will celebrate the birthday of a *very* famous musician."

Two or three of my little ones exclaimed, "We didn't know it was your birthday this week, Mrs. Lennon!" (It put me on cloud nine for the rest of the day!)

Hope Lennon
Newark, Delaware

As I was leading my first graders in song, practicing for caroling at a nursing home, I noticed that some of them were suppressing their giggles. Finally, one of the children told the others that it wasn't nice to laugh at Mrs. White's singing voice.

How nice, I thought. Then she added, "She can't help it if she doesn't sound like the rest of us."

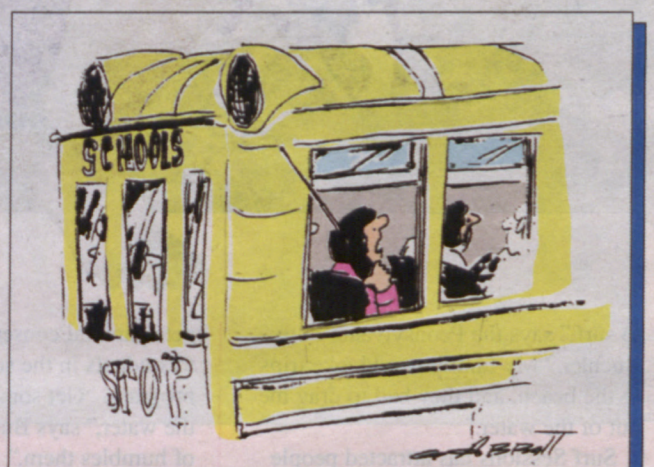
Heather White
Marion, Indiana

At Barnette Elementary, where I'm an administrative secretary, children are given Good Guy tickets for a variety of reasons—good behavior, being helpful, sharing a big smile. The kids can't wait for the afternoon announcements to find out who the "Good Guys" for the day are.

One morning, in the chaos of kids getting settled in classrooms, a kindergartner came to the office and with a very sad little face told me that he needed a "Bad Guy" ticket.

Confused by his request, I explained that we didn't have any "Bad Guys" at school. After querying him further, I discovered that what he really wanted was a tardy slip!

Phyliss Dixon
Fairbanks, Alaska



"Hello, Mom, I forgot my homework. Would you fax it to me at school?"

I was a band director from 1948-81. Once, while teaching at a junior high, I took my kindergarten son to see his first symphony concert. After tuning up, the orchestra program began. He was impressed.

After intermission, the tune up began again. My young man nudged me and said, "Dad, they played this song before."

Bill Wilson
Western Springs, Illinois

When one of my kindergartners missed his bus, I walked with him to the principal's office to call for someone to pick him up. When he got to the office, he looked all around and very seriously asked, "Where are the clowns?"

I'm sure I looked quite confused, and he quite innocently added, "My dad said that there was a bunch of clowns in this office."

Sue Warner
Elizabethtown, Kentucky

This is my first year at a school where the children wear uniforms. While walking to speech class, I asked a little first grade girl why she thought the children behaved better when they wear uniforms. She looked up and said, "Maybe they think they're going to church."

David Lutes
La Quinta, California

While discussing fossil hunting with my third graders, I wanted them to understand that paleontologists do not find articulated skeletons. They find just lots of bones from different dinosaurs. I explained that the stuff that holds our bones together doesn't survive the process of decay.

Then I asked if they remembered what we call this matter. Evan, one of my brightest, enthusiastically waved his arm and declared with great confidence: "Snot!"

At first, I thought he was being intentionally disruptive and gave him a behavior warning. He was hurt and whined, "But you told us it was that stuff in our noses!"

Then I realized that in our previous discussion of cartilage, I'd told them, "That thing in your nose (meaning the septum) is the same stuff that holds your bones together."

Joe Midzalkowski
Polk County, Florida

When a principal I worked for retired, all the children in the elementary school wrote him goodbye letters. At his farewell banquet, he read from several. One boy wrote, "You were a good principal while you lasted." Another wrote, "Did you always want to be principal, or did they make you?"

Joan Mary Macey
Binghamton, New York

Language Lessons

In my high school Spanish class, students were learning to conjugate verbs in the first person—I sing, I read, I speak, I run. After going through several examples, I wanted the students to give it a try. "OK, now," I said, "how would you say, 'I need money'?"

A young man immediately yelled out, "Love ya, mom!" When everyone laughed, he said, "Well, it works for me."

Rosanne Bos
Glendive, Montana

In my beginning French class, I told my sixth graders that all French nouns have a masculine or feminine gender.

The next day, I asked the class if anyone could tell me about gender. One eager student shot his hand up. "I know, I know," he said. "There are two genders in French: muscular and feminine."

Annette Lawrence
Daytona Beach, Florida

One day, while I had the dreaded cafeteria duty, David became upset that someone had taken his pencil in class. I restated his concern about the theft. He then told me that he wasn't as upset about the missing pencil as he was about the fact that the thief wouldn't own up to his misdeed.

"So it's not that he took your pencil," I said. "It's the principle of the whole thing."

"No," said David. "The principal had nothing to do with it."

Ginny Gelbach
Littleton, Colorado

Got Laughs?

Have a funny school story, anecdote, or vignette you'd like to share? You can send contributions to "In the Light Lane," *NEA Today,* 1201 16th St. N.W., Washington, DC 20036.
Fax: 202/822-7206
E-mail: NEAToday@aol.com

Or post your story in the "Recess" area of NEA's Web site (http://www.nea.org) or in the "Humor" topic on the NEA Teaching & Learning Message Board (keyword: NEA Teaching) on America Online.

People

Gary Emeigh

Out of the Classroom and Making **Waves**

Surf's up—in Delaware. For nine years now, people from Florida to France have flocked to geography teacher Brett Buchler's Surf Sessions, the only surfing camp on the East Coast.

Fenwick Island, Delaware may seem an unlikely location to hang 10, but Buchler insists, "Where you've got an ocean, you've got waves. That's all you need."

"I love the water and always wanted to surf," says the Pennsylvania-born Buchler. "My family would take trips to the beach, and they had to drag me out of the water."

Surf Sessions has attracted people of all ages. "Surfing teaches you to respect nature and know your limitations," says Buchler. "It's also a good self-esteem builder."

Buchler promises his Selbyville Middle School students free surf lessons at the end of the year. He also gets parental consent to give lessons to students in the school's mentoring program. "Get some of those kids in the water," says Buchler, "and it kind of humbles them."

A family atmosphere surrounds—and supports—the camp.

"My kids will wake up the guests in the morning, and we all eat together," Buchler notes proudly. "If it weren't for my wife, Carol, I'd have shut down a long time ago."

Marcia Butterfield

When It's Hip To Be **Square**

Some people dance the Macarena. Others may do the Electric Slide. But people like Larry Oversmith enjoy getting back to the roots of group dancing. They are the square dancers among us.

"Learning how to square dance came easy to me," says Oversmith, the printshop manager at Jackson Community College in Michigan, "so for more of a challenge, I was asked to start teaching. I tried doing it for a college club, and I was just terrible. So I took classes at a caller institute."

He's come a long way since then.

"The biggest groups that I've done on my own have been three to five thousand dancers," says Oversmith. "But I was also part of a team that called a group at an international dance in California. We had almost 44,000 dancers there."

Oversmith quickly points out that his "calling" isn't that easy.

"These days we have to learn choreography, dance style, accounting, marketing—everything to do with the business," he notes. "Instead of the traditional 10 to 15 calls, now there are five or six thousand to learn."

Yet these complications haven't detracted from the simple pleasures of square dancing. "I like taking people who don't know their right from their left," says Oversmith, "and watching them become smooth dancers."

Bob Riha, Jr

Out To Get **Hitched**

Southern California may boast palm trees and sunny beaches, but it's also got the Lake Arrowhead Mountains. And that's where you'll find Lela Schlitz, with her five-dog sled team.

Most dog sledding teams are bred for racing. But Schlitz, a first grade support teacher at Marshall Elementary, always knew that her special team would instead work with schoolchildren.

At least once a week, Schlitz and her husband load the sleds and the team in a truck and head off to an all-day assembly. Throughout inner-city and suburban schools, the dogs enhance storytelling projects and liven up educational presentations.

"The kids sit in the sleds and listen to stories," says Schlitz. "We help children understand what it means to be a team and to appreciate how wonderful and intuitive dogs are to people."

The couple also stress that dog sledding is a sport for both boys and girls.

"We are creating an experience most kids wouldn't have," Schlitz notes. "What dogs bring to children is something wonderful to see."

The dogs must be patient and gentle, so "my husband and I spend a lot of time loving them," says Schlitz, who was attracted to the notion of sled dogs after reading extensively on wolves, visiting centers for dogs who help people with disabilities, and riding in a golf cart pulled by 16 dogs.

But the dogs need more than pats on the head. "We feed them twice a day, and they eat about two pounds of food per dog"—which means lugging 70 pounds of food a week.

"We also scoop a lot of poop," she laughs.

Ticket to **Ride**

Kester Gilhorne

For the kids in Midland, Texas who live on Shirley Howard's route, getting to school is no free ride.

To get on board each morning, they have to present her with one completed homework assignment.

"It's more of a bluff than anything else," admits Howard, a bus driver for the Midland Independent School District, "but the young kids really believe it.

"They think that if they don't have their homework, they won't be allowed on the bus, and they'll have to go back home and get a ride to school from their mom or dad."

Of course, sometimes kids really don't have their homework—and Howard's ready for that.

"They'll tell me that they left it at a friend's house or at their grandma's," says Howard. "I tell them that the next day they better have two homework assignments to show me."

Howard helps her students meet her entrance standards by tutoring those kids who are having trouble with their homework. "I feel that some kids can't ask their teachers for help," she says, "so they come to me."

Howard plans to keep the homework assignments flying. "I started this five years ago," she says, "and it works."

Advanced **Placement**

Howard University to Spelman College—Frieda Baker has seen them all. And so have her students, thanks to an annual tour of historically Black colleges and universities that she's developed.

To spotlight higher education alternatives for African American students at Tucson High School in Arizona, Baker works with colleague Harvey Williams to coordinate a nine-day student tour to different campuses each year.

"We have a lot of students who have never even been out of Tucson or Arizona," says Baker. "Then we have others, like those from the military base, who've seen the world."

Since 1984, some 500 students have toured with Baker, and dozens have graduated from a historically Black college or university.

Yet Baker stills sees plenty of work to do.

"Some of these kids have been frightened to death and come home, because there's still a gap in the academic and cultural preparation of Black students," says Baker.

The tour costs $500, and it includes a series of pre-tour workshops to help students and parents understand the college process.

"We encourage parents to begin the process during their child's freshman or sophomore year," Baker notes. "Some kids want to wait until their junior or senior year, but that's too late."

Sean Justice

Money

Go Figure

How much insurance do you need?

The rule of thumb is that parents need insurance coverage equal to five to seven times their salary. But most financial planners quickly point out that that's only a ballpark estimate.

Virginia Applegarth, a financial planner in Boston and author of *The Money Diet*, suggests using this worksheet to determine your needs more precisely:

A. Amount you want to put aside for education, in today's dollars $_____

B. Debts you want to pay off $_____

C. Funeral and administrative expenses $_____

D. Yearly income you wish to provide for your spouse, divided by .08. This is how much principal you need to provide that income and to keep the principal growing with inflation. (For example: to produce $10,000 a year, you would need $125,000 in insurance.) $_____

SUBTOTAL (A-D) $_____

Now, look at what you have:

E. Existing insurance $_____

F. Income-producing assets $_____

SUBTOTAL (E-F) $_____

Subtract what you have from what you need to determine how much additional insurance you need

TOTAL $_____

Decisions, Decisions

Test Drive Your Life Insurance

Don't slight the policy that protects your dependents financially.

When buying a new car, you may spend months contemplating what features you want, what you can afford, and how models compare. But how much time have you spent choosing a life insurance policy?

Probably about 10 to 15 minutes, if you're like most Americans. That's why insurance agents say that life insurance is sold, not bought. If left to their own devices, most people might not have any life insurance at all. As it is, many have either too little or too much.

Yet life insurance is what protects those who depend on your income should something happen to you. And life insurance can help your benefactors save on estate taxes in the future. So it pays to test drive a few options.

Insurance needs change as you get older. Young singles probably don't need any insurance. Young couples need at least a little—perhaps five to seven times their income, depending on the size of their family. Those with grown children may, again, require very little.

Consider NEA member Thelma Parel, an eighth grade language arts and social studies teacher in the Jefferson County Public Schools in Louisville, Kentucky. Parel keeps a busy schedule, teaching during the day and keeping up with her activities as president of the Filipino-American Heritage Association in the evening and on weekends.

When her five children were young, Parel thought it important to have insurance to protect them. Now that they are grown (ranging in age from 25 to 35), Parel, 55, feels comfortable with just the coverage she gets from her job, which provides a benefit equal to one year's salary. That would be adequate for her husband, who has a good job of his own.

There is, however, one snag in this "life passages" approach to insurance. Thrifty couples who build up a large estate may again need insurance to protect their estates when they are older. Life insurance is one of the best ways to save on estate taxes.

Paul Schuhmann

For Thelma Parel, the life insurance coverage from her teaching position with the Jefferson County (Kentucky) Public Schools suits her stage in life. The right life insurance policy could also serve to protect her estate assets in the future.

Each person can pass on a maximum of $600,000 tax-free to heirs other than a spouse during his or her lifetime or at the time of death. (An unlimited amount may be passed on to the spouse.) So if a married couple split ownership of their assets, they are then able to pass on a total of $1.2 million tax-free. Estate taxes start at 37 percent with the first dollar above that.

One of the simplest ways to avoid paying additional taxes is with a life insurance policy. The proceeds of a life insurance policy are always free of income tax. If the insured person is the owner of the policy, the proceeds become part of the estate.

But you can get the proceeds of the policy out of the estate by making a third party (such as a child or a trust) the owner of the policy. Using a life insurance policy to protect a family business also makes sense for some families.

The important thing to remember about life insurance is that you should be in charge of buying what you need. The "Go Figure" worksheet (left) offers a first step in figuring out how much coverage is right for your family.

—Mary Rowland

Resources

■ *Smarter Insurance Solutions* by Janet Bamford. Just out, this book covers life, health, auto, homeowners, and disability insurance. Bloomberg Press. $19.95.

■ *How to Protect Your Family with Insurance* by Virginia Applegarth. An 89-page basic guide. Houghton Mifflin. $4.95.

■ *The Individual Investor's Guide to Low-Load Insurance Products: How, What, Where to Buy* by Glenn S. Daily. International Publishing. $19.95.

Ready for Retirement?

In the Black–And in the Dark

What to do when you've finally got a little financial breathing room.

Name: Kalani Smith

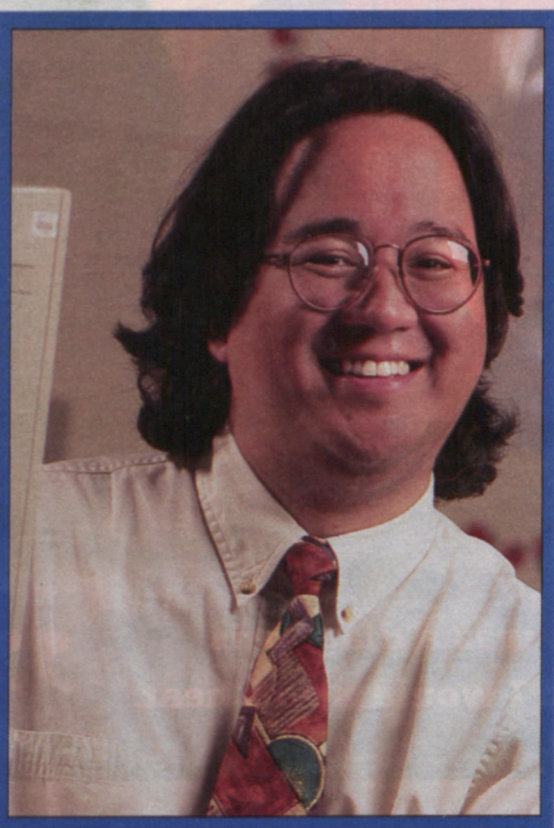
Age: 33

Job: Instructional specialist with the Montgomery County (Maryland) School District.

Home & Family: Married, resides in Germantown, Maryland.

Years Until Retirement: 18

Current Challenge:
"I came out of college heavy into debt. But I've finally reached the point where my income is a little larger than my living expenses. What can I be doing now to start saving and building toward retirement?"



Scott Suchman

Kalani Smith, who helps teachers integrate computers into the curriculum, finally has a few extra dollars.

Options:
To lay the groundwork for a retirement plan at this point, the main thing is to think long-term.

If you haven't already done so, begin a graduated savings plan. In general, put as much of your annual salary as is reasonably possible into a retirement fund. Experts suggest the following minimums: 5 percent of your annual income through your 30s, 10 percent through your 40s, and 15 percent or more through your 50s.

That account should be seen as inviolable—separate from accounts for your children's education or family vacations. The easiest way to save is to take a weekly amount out of your paycheck.

The next step is investing your savings. While many pre-retirees save, they don't invest. Investing your money means accepting some risk, but it's even riskier not to invest, since your principal must increase faster than the rate of inflation for you to make money. If it doesn't, each year the real value of your retirement nest egg will shrink.

When investing, think long-term growth. Put as much money as you can into growth-oriented investments like stock mutual funds. You may want to consult a financial planner.

Finally, take advantage of your employer 403(b) plan. Under the plan, you contribute a portion of your salary to the plan up to a maximum amount. That money is then invested, usually in tax-sheltered annuities.

403(b) plans are attractive because contributions are deducted before taxes, reducing your taxable income. Also, income earned in the plan accrues tax-free until the money is withdrawn at age 59.

Homework:
When "sheltering" investment dollars, one option is a tax-deferred annuity. NEA Member Benefits offers such a plan through its Valuebuilder Annuity Program. Also available: the NEA Life Insurance Plan, featuring term life insurance with benefits ranging from $10,000 to $300,000, depending on your age. For information on these and other NEA Member Benefits programs, call 800/637-4636.

Educated Investor

Q. It seems as though I'm always planning to start a savings program but I never get past the planning stage. What can I do?

A. Get out a pad and list all sources of household income. Then list the "outgo." Go beyond obvious things like rent or mortgage payments, car payments, food, and clothes. Think about how much you spend for vacations, for the holidays, on hobbies.

If something seems to be missing, pull out your checkbook and some credit card receipts. Do you frequently withdraw cash from ATMs and lose track of what you spend it on? If so, jot down the things you buy with cash over a two-week period.

Now you should be ready to put together a "cash flow statement"—a list of what you make and what you spend it on. Chances are you'll spot some place where you can cut back.

Budget a weekly or monthly amount for saving. But don't wait to start your savings program until you have enough to open a money market or mutual fund account. Even if you have to start with $10 or $20, do it.

Find a savings institution that will accept such a small sum without charging fees that eat up your balance. Credit unions and some small savings and loans are good options.

Moving from spender to saver is an important psychological transition. Once you view yourself as a saver, you'll start finding ways to squirrel away more money. Then you'll be well past the planning stage.

Financial Finds

Zap That Debt
Bankcard Holders of America will show you how to pay off your credit card bills once and for all. For a $15 fee, BHA will send you a Debt Zapper package. Fill out the form with information about all your credit cards—balances, interest rates, minimum payments. BHA's credit experts will generate a personalized report showing how much to pay monthly on your credit card bills for the fastest payoff and big interest savings. You'll also get BHA's new publication, *10 Proven Strategies to Reduce Credit Card Debt*. To order, send $15 to BHA, 524 Branch Dr., Salem, VA 24153.

Critical Countdowns
Kiplinger's Retirement Zone home page (http://www.bookpageweb.com/kiplinger) includes a checklist of things to do five years, three years, and one year before you retire (Countdown to Retirement), an article for forty-somethings on how to afford retirement ("How Boomers Can Avoid a Bust"), and a "Worry-Free Retirement Worksheet."

How to Apply . . .
Don't Miss Out: The Ambitious Student's Guide to Financial Aid outlines the basics of applying for financial aid, major sources of scholarships, and special scholarship opportunities. $7.50 from Octameron Associates, Box 2748, Dept. B, Alexandria, VA 22301.

. . . For What's Out There
Dollars for College lists more than 330 scholarships, fellowships, loans, and internships in art, business, education, engineering, journalism, liberal arts, medicine, nursing, science, and for women in all fields. $6.95 from Garrett Park Press, Box 190, Garrett Park, MD 20896.

Insure the Future
Insurance is one of the most important purchases you can make to protect your family's future. From term life to disability insurance, NEA Member Benefits, along with the NEA Members Insurance Trust, offers a variety of insurance products to meet the needs of each NEA member. For more information, contact NEA Member Benefits at 800/637-4636.

“It was a diagnosis I hoped I would never hear.”

“In 1989, I was diagnosed with breast cancer after a routine mammogram revealed a small tumor on my right breast. When I heard the news, I was terrified. Fortunately, the cancer was caught early, and, through the caring of my school colleagues and my family, I made it through.”

“I’ve decided to thank my fellow educators for their concern by becoming part of the NEA Survivors’ Network. The Network publishes a list of breast and cervical cancer survivors who are willing to speak to their fellow members about the importance of early detection screening.”

— Sue Wiese, retired K-5 teacher, Portland, Oregon

If you’re a survivor of breast or cervical cancer who’s willing to help promote early detection among your NEA colleagues, please join the NEA Survivors’ Network. Just contact the NEA Health Information Network, attn: NEA Survivors’ Network, 1201 16th Street, N.W., Washington, DC 20036, or E-mail: RLARGE@nea.org.

NATIONAL EDUCATION ASSOCIATION
Campaign for Breast & Cervical Health

nea
NATIONAL EDUCATION ASSOCIATION

working for you!

My Turn

Unexpected Net Benefits

In California, many immigrant students learn the language of the Internet—English.

By Richard Amaro

In my southern California classroom, a group of 20 Latino and Asian teenagers crowd around a single computer, reading the latest letter from their Internet pen pals in Denmark. A shock wave of anger registers like a Richter scale eight on faces illuminated by the monitor's electric glow.

"When we think of Americans," the E-mail message reads, "we think of fat people, guns, crime, and gangs."

"They think we're all fat!" yells a dismayed but slender Maria, careful to maintain her teen beauty with an array of cosmetics.

"I'm no gangbanger," adds a peace-loving Humberto, service club member of Rotary International.

As they read further, the students discover the source of the Danes' information on America—"Rescue 911" and "Cops."

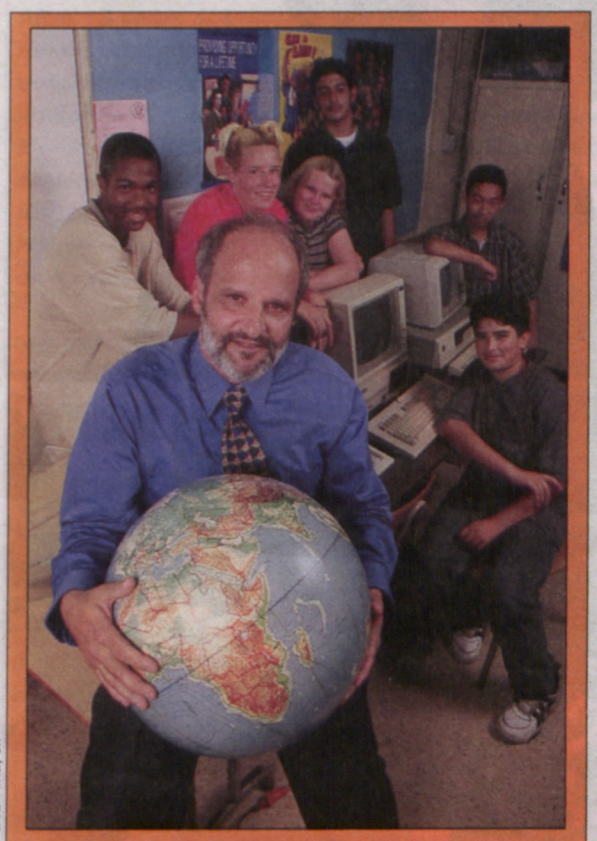
Well, that explains it. We were unfairly stereotyped by our pen pals based on what they saw in the American media.

I'm tempted to launch into an object lesson on the harmful effects of stereotyping, but the adrenaline is high and the point too obvious. Besides, I'm having too much fun watching this lesson turn into high drama. The stereotyping discussion can wait until the dust clears.

"Let's tell 'em to (bleep bleep)," one student shouts.

"Yeah," yells another student, and fingers poised for defiant gestures turn to the keyboard, launching yet another wave of E-mail. My students fire off a series of pointed questions about the value of the Danish monarchy, an institution they only recently learned about and seem all too ready to distrust.

These shots across the bow are part of an international "flame war" between Lisbeth Roeder's class of middle school, middle class Danish students and my class of mostly Latino and Asian immigrant students, all tenth graders.



Bob Riha, Jr.

Richard Amaro's got the whole world in his arms—and in his class.

I'm surprised by the intensity of my students' reactions to the exchange. Despite California's Proposition 187 and waves of anti-immigrant sentiment nationwide, I see my students, for the first time perhaps, adopting an American identity and defending it.

What brought about this remarkable event?

The Internet, the most American of creations—democratic, unfettered, and nearly uncontrollable.

It's clear to me—I've been surfing the Net since 1985 and I've rarely encountered languages other than English—that English is the language of technology. Web surfers from Shenzhen to Nairobi who want to converse with the rest of the world learn it.

My students are learning English, too, along with their Danish counterparts—all of them learning the first language of the Internet together.

Other immigrant students in America aren't so lucky. Too many of them are stuck in bilingual programs that allow them to linger too long away from the mainstream language of world commerce.

It's hard to miss the irony here. I can chat with students at the Universidad de Guadalajara in English, while students in Los Angeles, natives of Mexico, are being taught in Spanish and are less fluent in English than their Danish pen pals.

Some think the English-First movement is the answer. But why alienate our students through restrictive laws designed to stamp out their native tongue? No, this problem is complex and delicate, and the heavy mallet of politics is not the tool to fix it.

In fact, those who push English-only laws are scared of a boogeyman that doesn't exist. It's my experience that nearly all young children of immigrants adopt the language of their host country—eventually.

My grandparents were never fluent in English. They spoke Italian all their lives in America. But their children, while learning Italian at home, learned English everywhere else. The grandchildren, sadly, lost the language of their grandparents.

To me, this means that English is in no danger of dying. On the contrary, the music, film, and technology of North America are endangering every world language *but* our own. McDonalds, MTV, Microsoft, and the Internet are making the world more and more like us every day.

So what should those who fear the demise of English do? Relax, get on the Net, and enjoy the diversity while it lasts.

Three cheers for the Internet, this most American of exports.

NEA member Richard Amaro is an English and social studies teacher at Hawthorne High School in Hawthorne, California. His E-mail address is ramaro@telis.org.

You Said It

How do we get the news and information you read in *NEA Today*?

Bill Fischer, editor

We have lots of sources—local, state, and national—but a quick check of any given issue of *NEA Today* reveals that you and your colleagues are some of our best news sources.

Scattered throughout this issue are stories that grew out of tips passed on to the *NEA Today* staff from NEA members. Some of our funniest items for the Light Lane column on page 43 came from members via electronic mail and our FAX line, which stays on 24 hours a day, every day.

The idea for the *My Turn* feature on this page began with an E-mail message a member sent to us many months ago.

The California member who's debating this month's question on page 43 is someone an *NEA Today* staffer met at the NEA Annual Meeting held here in the nation's capital last July. From that conversation came the "yes" side of the Debate.

So what's the point here? Simply this: We do use many of the ideas that you send us.

So if you have a tried and true teaching strategy that really works, send it along for possible use in our *Students and Strategies* pages. Or maybe you've found a great new Web site on the Internet that you'd like to share. There's room for that, too, on our *Bits & Bytes* pages. Need to sound off? Send us a letter to the editor.

For all the ways you can reach us, see page 47. And stay in touch.

Bill Fisher

Your Opinion

Last month's Debate question:

Should there be a dress code for school staff?

You Said It:
43% Yes
57% No

To respond to this month's Debate question, see page 43.

Meet

Franklin Avery

Alice Waters

What's for Lunch?

If you're still eating holiday cookies and chocolate Santas, you may want to turn the page. If you're ready for healthier fare, meet Alice Waters, America's creator of and most noted advocate for California cuisine and the healthy approach to eating it represents.

Waters is the founder and proprietor of Chez Panisse, an award-winning restaurant in Berkeley known for its innovative—and delicious—use of fresh, organic ingredients.

A noted cookbook author and philanthropist, Waters is also the creator of the Edible Schoolyard, a middle school curriculum that teaches kids respect for the planet and one another by having them work in a school garden and kitchen.

One day this past fall, as her staff prepared baked goat cheese salad and grilled Sonoma duck marinated in red wine for lunch, Waters spoke with NEA Today *staff writer Diane Dismuke.*

What needs to change about the way lunch is served in schools today?

If I could, I'd change the whole way schools think about and serve food. Most school lunches come from cans, and the food is presented in the most uninspired, antiseptic way. Too often, it's not about food at all—it's about fueling.

So I'd change the atmosphere of the lunchroom first and come around to food second. The way it is now, there's nothing in the lunchroom to suggest food—no smells, no displays to entice.

If I were serving watermelon, for instance, I'd put watermelon on the counter. Someone would be cutting it up. There would be the sense of pleasure behind the counter that would come across to the kids, that would make them anticipate the joy of eating that watermelon.

What inspired you to establish the Edible Schoolyard?

Kids don't know how to relate to the land and the bigger community outside the school. They don't understand how to cook simple, nourishing foods for themselves and their families. They don't know the pleasure of sitting around the table and eating, which would open their minds, through their senses, to all kinds of experiences. The Edible Schoolyard will help them develop a set of values related to caring for themselves, the environment, and the bigger world out there.

Is the program in place?

For the last couple of years, I've been working to get the program off the ground for the 780 students at Martin Luther King, Jr. Middle School here in Berkeley.

Like so many other public schools, King has been neglected for years. Its state of disrepair makes me want to cry. And there's no money to fix things. The kids have been getting their lunch from fast food concessions in back of the school and eating it under the eaves of the building.

We, as a community, need to help—and we have. Volunteers—parents, business leaders, and others—have started by painting and installing a new floor in the kitchen, long a dumping ground for broken furniture.

This summer, we had the kids plant lettuce gardens, which they harvested and brought to Chez Panisse. So we were able to offer an edible schoolyard salad on the menu.

What's on the back burner?

In the future, I'd like to expand the program at King to create "edible landscaping"—vegetables and fruit trees. I'm not talking about only flat surfaces, but also about up the sides of the building and over the top. We can plant and harvest enough food here to feed hundreds of kids.

What's the secret to getting kids to like vegetables?

Often kids won't eat vegetables because they're second rate, not ripe, not picked in season. But that's not what I'm talking about. I'm talking about food with real beauty.

At Chez Panisse, we have a children's salad on the menu. It contains hearts of romaine lettuce leaves and some carrot curls. We put the vinaigrette on the side for dipping: kids like to use their hands. There's something about the mixing of things together that's harder for children to accept, so it's better to separate the ingredients.

Too often we think that the only foods kids like are pizza, hamburgers, french fries, pasta, and ice cream. To make such an assumption dooms kids to a kind of addiction.

I'm shocked when I see children's menus limited to these items, with perhaps a few leaves of something thrown in to make it sound good. We need to do better than that.

Are eating habits set in childhood?

A lot of habits are formed when kids are very young. Certainly the older a child gets, the harder these habits are to break—but it's not impossible. With the group of sixth, seventh, and eighth graders at King, it's hard. But there is still a door open.

We need to entice them. One way to entice is by smell. The smell of bread baking, for example, should be piped out onto the street. And people are subconsciously drawn to fire. So at school events we always have a pot of beans cooking under a fire. People inevitably ask what we're cooking.

What motivated you to get involved with the schools?

I was a teacher before I opened Chez Panisse, and I believe that the only way we can change this society is to help children understand what the real values are.

Kids can always acquire skills like computer literacy, but if they don't learn how to live in this world, to understand their reason for being, no matter what other things they learn, nothing will fall into place. Education is the only hope.

Resources

- *Fanny at Chez Panisse: A Child's Restaurant Adventure* by Alice Waters with Bob Carrou and Patricia Curtan, HarperCollins, 1992, $25. This book of stories, illustrations, and 42 simple recipes gives kids a chance to enter the wonderful world of healthy cooking and eating.
- *Chez Panisse Vegetables* by Alice Waters and the cooks at Chez Panisse, HarperCollins, 1996, $32.50. A new recipe collection inspired by the bounty of the land.
- For more information on the Edible Schoolyard, contact David Hawkins at Martin Luther King, Jr. Middle School, 1781 Rose St., Berkeley, CA 94703, 510/558-1335.
- For more information on Waters's efforts to fund educational projects in the Berkeley area, contact the Chez Panisse Foundation, 1517 Shattuck Ave., Berkeley, CA 94709.

Debate

Should students memorize the Gettysburg Address?

Yes

After 13 years of teaching experience, LaWanda Johnson is now the categorical program adviser at Beachy Avenue Elementary School in Los Angeles. She serves in the United Teachers of Los Angeles House of Representatives and on its rules committee.

The Gettysburg Address is as important today as it was on November 19, 1863, the day President Lincoln delivered it.

Only 267 words long, Lincoln's speech is a snapshot of the principles upon which our nation was founded, an explanation of the Civil War, and a call to save our nation. Today's students need to hear Lincoln's message—and to learn it, word for word.

Some say this kind of rote memorization doesn't have any academic or social value. I strongly disagree. Memorizing the Gettysburg Address will:

■ *Strengthen kids' basic skills.* Teachers know that when students memorize spelling words, poems, songs, and multiplication tables, they strengthen their mastery of basic skills. Extending this theory to short historic writings like the Gettysburg Address does the same.

■ *Teach students about a crucial period in our nation's history and better acquaint them with one of our greatest Presidents.* Once they've spent time with the Gettysburg Address, many children will want to learn more about Lincoln's life than just the log cabin, honest Abe, black stovepipe hat stuff.

These children will feel inspired to learn more about Lincoln's career, his stand on slavery, his refusal to see the nation divided--why, in short, so many monuments are dedicated to his memory.

■ *Arouse student curiosity about history.* The Gettysburg Address is, by any standard, a tremendous speech. Quality material captures and holds attention—and it can push students to do extended reading and research beyond the study of Lincoln himself. Young students might use geography skills to find Gettysburg on a map, gather information on slavery and the role it played in the war between the states, and study the Civil War in its entirety.

■ *Support classroom discipline.* As students work on this assignment, their classroom behavior will most likely improve. Students who are on task, working in pairs or in small groups, or listening to their peers as they recite and practice what they've learned have no time to misbehave.

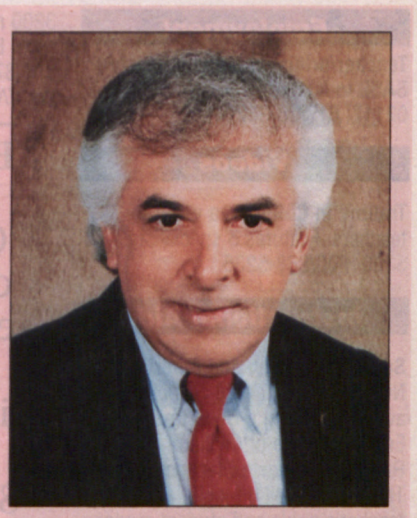
■ *Increase parent involvement.* Memorization requires repetition and practice—at school and at home. That means increased interaction between learners of the Address and their parents and siblings. In the best cases, this interaction could increase parental interest and involvement in a child's schooling.

■ *Build student self-esteem.* After memorizing a significant piece or passage, students should be encouraged to recite it in front of an audience to demonstrate their knowledge and ability. This could be done in the classroom, at a school assembly, or at an open house for parents. These recitations will build a student's confidence, pride, and self-esteem.

■ *Strengthen patriotism.* Because the Gettysburg Address is dedicated to 7,000 soldiers who died in battle, it instills in students a love and respect for liberty. When they memorize the Gettysburg Address, they will own it, and thus be better equipped to guard freedom and protect our nation when it's their turn to take charge.

No

Bill Curtis teaches history at the Roosevelt Academy for Applied Technology in Lake Wales, Florida. Active in the Polk Education Association, he's treasurer, serves on the board of directors, and edits a bimonthly newsletter for local Association members.



Memorization has its place in the educational repertoire, but given how often it's misused and misdirected, that place should be a small one.

Looking back on my own elementary school days, some of the things I had to memorize—like multiplication tables—had a practical application that's lasted to this day.

But there are other things I had to memorize that have never served any useful purpose. These include key passages from Shakespeare's plays and—yes—Lincoln's Gettysburg Address.

I still remember much of the Gettysburg Address. But as a youngster, I didn't really understand what Lincoln was saying or the depth of feeling behind his words.

It wasn't until I began my own teaching career—and feared student questions—that I looked up "fourscore and seven years" in the dictionary. Through the entire memorization process, no one had bothered to tell me what those words meant.

Not understanding the words—or the motivations and beliefs behind them—made memorizing the Gettysburg Address boring and meaningless for me. Without context, recitation was a waste of time.

Early in my career, I taught high school drama and production—subjects that require students to memorize both lines and stage directions. But, I often told my students, knowing what to say to whom or where to stand on the stage doesn't guarantee a quality production.

So I pushed my drama students to understand the characters they played—their history, motivations, and beliefs. The more they delved, the more they related to their own lives, the easier it was for them to be good actors—and the more meaningful their learning experience.

"To be or not to be" was a question that didn't have much meaning for me—until a fabulous teacher of mine at Penn State gave it meaning beyond the mere recitation of words.

This teacher acted out the key passages from "Hamlet." He made the characters believable and gave them life. The experience stimulated my interest in literature, history—and teaching.

Just recently, I taught my social studies students about the Declaration of Independence and the U.S. Constitution, both of which have introductory passages.

I had to memorize these passages as a kid, but I would never think of requiring my students to memorize them today. To me, it would be a waste of student time, time that could be better spent developing an understanding of the motives and beliefs behind these writings.

Whether we teach literature, history, science, or drama, we had best spend our limited instructional time pushing our students to seek the reasons for historical events, the motivations behind literary content or dramatic action, and the theories behind scientific discovery.

To waste time memorizing documents that are readily available from a variety of sources—including the Internet—is an ineffectual exercise, of little merit, yielding increasingly diminishing results.

Give Us Your Opinion

Which debater best reflects where you stand? To agree with the "Yes" side, send an E-mail message to **vote-yes@neatoday.nea.org.** To record a "No," address your E-mail to **vote-no@neatoday.nea.org.** Please note your message subject as **NEA Today January Debate.** Vote by January 2. *NEA Today* will present the tally in our next issue.

Marketplace

Employment

Teacher/principal jobs nationwide. SASE to NTC, Box 267, Boston, MA 02117; 617/267-3204.

Videos

Trauma in Children, a video for teachers. Features 5 specialists. $100. 800/888-5236.

Instructional Aids

Science, Society, and America's Nuclear Waste, a free curriculum, is available from the Department of Energy's Office of Civilian Radioactive Waste Management. The second edition includes a teacher's guide and student reader. Other publications are available. 800/225-6972 or find them at http://www.ymp.gov.

K-3 workbooks and resource materials. Some in Spanish. Teacher designed materials. PAW Productions, PO Box 31603, San Francisco, CA 94131.

HEALTH TEACHERS: AIDS, alcohol, sex ed materials & more at http://www.tiac.net/users/rwest.

Free Sample of Award-winning K'NEX. The perfect math and science tool available with K thru College curriculum. Call for educational info and sample! 888/ABC-KNEX.

Part Time Opportunity

DORLING KINDERSLEY home based business-invest $99. Need reps. High quality books & CD-ROMS. 206/643-8019 or 7432.

I made $20K in 1996, 6 hrs week with an After School Basketball Program for K-4. No coaching exp. needed. Dev. by a teacher for teachers. Detailed guide $6. To Paul Whitney, 9714 Brecksville Rd., Cleveland, OH 44141.

Make Money Now!

Rapidly growing telecommunications co. needs reps. Great financial opportunity for parttime positions. Call 901-364-3191.

EXCEL/5

Travel

Europe by bicycle. Easy paced vacation. Enjoyable, relaxing. Free HBT brochure 800/852-3258.

Free UK holiday accommodation! For superb home exchange offers call Home Hoppers International. Tel/Fax: 011 441 455 824 966.

Bike and boat Holland, leisure pace, reasonable. Bike and meals included. 800/600-8362.

Educators Bed & Breakfast Network. $27 a night for two. Private travel network with over 3200 members in over 40 countries. Box 5279, Eugene, OR 97405. 800/377-3480. Homepage: http://www.efn.org/~edbabnet.

NEA Car Rental Program

Competitive discounts on rental cars. For more information, call 800/637-4636 8:00 a.m. to 8:00 p.m. weekdays or 9:00 a.m. to 1:00 p.m. Saturdays, ET.

Real Estate

Day Care Center on island of Key West for sale. Very lucrative. Please call Re/MAX Paradise for info. 800/469-3063.

Summer Fellowships

Holocaust and Jewish Resistance. Three week overseas seminar for high school teachers able to implement Holocaust studies in their classrooms. July 1-25 in Israel with a stop in Poland. Sponsored by the American Gathering of Jewish Holocaust Survivors, Jewish Labor Committee and AFT. Program: lectures by noted scholars, visits to prominent Holocaust institutions, excursions to historic sites. Teachers pay $2,000, covering air travel from New York, hotels, two meals a day, some trips. For application, write: Jewish Labor Committee, 25 East 21st Street, New York, NY 10010. 212/477-0707. Applications due April 15.

Publications

Over 400 titles at up to 80% off regular prices through the NEA Magazine Service. For more information, call 800/637-4636 8:00 a.m. to 8:00 p.m. weekdays or 9:00 a.m. to 1:00 p.m. Saturdays, ET.

Software

GRADES. An easy to use grading program. Download a demo copy. www.sisna.com/users/rsimon.

Educational Videos

FREE $10 CERTIFICATE with your order of world's best catalog of educational videos. Nearly 8000 titles. Send $5 to Total Marketing Services, Dept. 70015, 400 Morris Ave., Long Branch, NJ 07740 or call 800/469-7977 ext. 70015. http://www.totalmarketing.com/lee-info.

Insurance

NEA AD&D Insurance Plan

With the NEA AD&D Insurance Plan, only $19 a year covers the entire family. For more information, call 800/637-4636 8:00 a.m. to 8:00 p.m. weekdays or 9:00 a.m. to 1:00 p.m. Saturdays, ET.

Overseas Teaching

HMS EDUCATION PERSONNEL

OFFERS

Short and long-term teaching placements

Competitive rates of pay

National Curriculum resources

Friendly and supportive staff

Are you qualified to teach or about to receive your certification?

Are you currently enrolled in full-time education?

If you answered YES to the above questions you may be eligible to

TEACH in London, England!

IF you are looking for a challenging and dynamic career move ...

IF you aspire to gain international teaching experience ...

IF you would value gaining insight into a foreign education system ...

IF you possess the initiative to take advantage of a unique opportunity ...

Contact: HMS EDUCATION PERSONNEL

At 58-60 Berners Street, London W1P 3AE, UK.

Tel: 011-44-171-636-7030

Fax: 011-44-171-637-0262 E-mail: Education@HMS.Co.UK

MARKETPLACE

Have you written a book, developed an instructional aid, or created a software program? Do you organize trips to interesting places or conduct seminars?

Why not let your 2.1 million colleagues know through an ad in the newly designed NEA Today Marketplace. Choose a simple line classified or a large display size in black and white or color.

For less than $300 you can put a notice in the Marketplace and reach over two-thirds of the nation's public school educators!

See the information box in the lower right hand corner of this page for details.

Conferences

1997 National Teen Summit.

The National Organization on Fetal Alcohol Syndrome (FAS) will host a national teen summit in May 1997 focusing on peer education and training. The purpose of the summit is to raise awareness of FAS among the teen population nationwide and to encourage healthy lifestyle choices. Between 100 and 150 ninth and tenth graders will be selected by Washington DC Teen Advisors through an application process. To find out more about the Summit, application process and selection criteria, or to get more involved, write to NOFAS, ATTN: Teen Summit, 1819 H Street, NW, Suite 750, Washington DC 20006. Or call 800/66-NOFAS (in DC Metro Area call 202/785-4585).

Health Resources

Do you need more information on how to respond to AIDS in your school? This comprehensive kit from the Center for Disease Control and Prevention contains information on workplace policy, worker education, family education, universal precautions, and other resources on HIV/AIDS. The Labor Leader's Kit is available for $25 from the National AIDS Clearinghouse. Call 800/458-5231 to place an order today! For more information about the NEA Health Information Network's HIV/ AIDS programs, call (202) 822-7570 or send E-Mail to NEAHIN1@aol.com.

You can help eradicate breast cancer with one phone call! Call 800/NBCC-838 and join the National Breast Cancer Coalition's Campaign 2.6—a signature campaign to collect 2.6 million signatures on a petition to the President and Congress asking that they appropriate $2.6 billion for quality breast cancer research between now and the year 2000. Join us! The National Breast Cancer Coalition is a grassroots advocacy organization dedicated to eradicating breast cancer through action and advocacy. 1707 L Street, NW, Suite 1060, Washington DC 20036. 202/296-7477; fax: 202/265-6854 http://www.natl-bcc.org

---

To place a Marketplace advertisement...

Just send in your notice, with appropriate payment, to *NEA Today* Marketplace at the address below.

Rates:
$110 per line; 3 line minimum: Please count 30 characters per line including spaces and punctuation. Display ads: $715 per column inch. 1/10 page $3,330; 1/5 page $6,300. Deduct 10% if you're an NEA Member.

Contact:
NEA Today Marketplace
1201 16th St., N.W.
Washington, D.C. 20036
202/822-7913.

Books

Everybody Makes Mistakes

Relax. To err is human, to share divine.

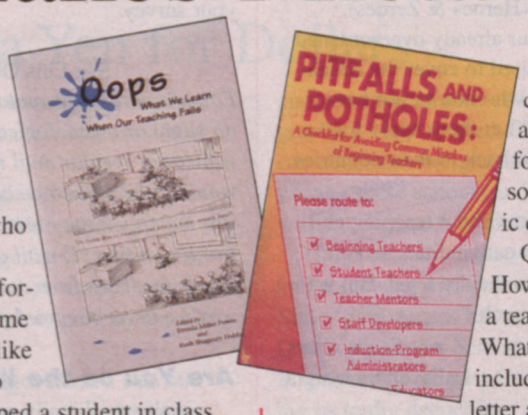
Oops: What We Learn When Our Teaching Fails
Brenda Miller Power, Ruth Shagoury Hubbard, eds. *Stenhouse Publishers, 189 pp., $15, 207/363-9198.*

Pitfalls and Potholes
A Checklist for Avoiding Common Mistakes of Beginning Teachers.
Barbara Murray and Kenneth Murray. *NEA Professional Library, 56 pp., $4.50, 800/229-4200.*

In the not-so-distant past, talking about teaching mistakes was considered bad form, a blot on one's record, and an unfortunate airing of the profession's dirty laundry.

Thankfully, that's no longer the case. Two new books show that confessions can lead to improved practice, mistakes discussed can become mistakes avoided, and teachers can—and must—learn from one another.

In *Oops: What We Learn When Our Teaching Fails*, more than 45 educators take turns telling tales. Some are funny—like the novice second grade teacher who waits anxiously for the bus she forgot to order. Some are shocking—like the veteran who admits she slapped a student in class and was punched in the nose in return.



But most of the essays in this book are everyday mistakes—the lesson plan so rigid it suffocates its victims, the class that never gels, the discipline problems that take over.

Most of the authors discuss the mistake, provide a bit of analysis, and explain—often eloquently—what exactly will never happen again, or, as is often the case, what still confounds them to this day.

Oops is a winner because its authors don't pretend that all mistakes can—or even should—be avoided. Like the rest of us, its authors are smart without being perfect.

Pitfalls and Potholes is far more prescriptive—as it should be, since it's designed as a concrete do's and don'ts list for those with some very specific questions.

Questions like: How do I apply for a teaching job? What should I include in my cover letter and what should I say in the interview? What does the school secretary do? What are my non-instructional responsibilities?

Other topics include dealing with life outside school, understanding legal liabilities and responsibilities, and communicating with parents.

Pitfalls is the kind of book you wish you had when you were trying to decide what to wear to that first interview or whether to put that camp counselor job on your resume.

It's the kind of book that'll make a great gift for that unforgettable student who comes back to tell you she's about to get a classroom of her own.

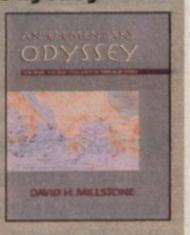
Oops, well, you'll want to buy that for yourself.

—Stefanie Weiss

Books by NEA Members

Behind the Bedroom Wall
Laura E. Williams. *Milkweed Editions, 169 pp., $6.95, 800/788-3123.* This novel tells the story of a 13-year-old German girl who joins a Nazi youth group, then finds out her parents are hiding a Jewish family behind her bedroom wall.

An Elementary Odyssey



David H. Millstone. Heinemann, 212 pp., $25, 800/541-2086. A fifth grade teacher tells how he got his kids hooked on this ancient tale. Who knew learning the Odyssey could be so much fun?

The Multiple Intelligences Handbook
Bruce Campbell. Campbell & Associates, Inc., 170 pp., $25, fax 360/652-9503. An elementary teacher shares his experience teaching to Howard Gardner's seven intelligences.

NEA Professional Library Top 10 List

1 The First Year Teacher: Teaching with Confidence (K-8). Bosch & Kersey. ($14.95) The ultimate first-year teacher's handbook. (#1862-1-10-FB)

2 Multiple Intelligences. NEA Teacher-to-Teacher Books. ($9.95) Find out how your colleagues are adapting their teaching strategies to take advantage of the seven intelligences. (#2910-0-10-FB)

3 Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6-12). Nan Stein and Lisa Sjostrom. ($15.95) Ways to stop and prevent harassment. (#1864-8-00-FB)

4 Copyright Primer for Librarians and Educators, 2nd Edition. Janis Bruwelheide. ($20) What you don't know about copyright law can cost you a lot more than the price of this book. (#1870-2-10-FB)

5 Countdown to the First Day of School. Schell & Burden. ($4.50) A "must-have" checklist for every beginning elementary teacher. (#2150-9-10-FB)

6 Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students. Nan Stein and Lisa Sjostrom. ($15.95) "Bullyproof" your classroom with these teacher-tested lessons. (#1873-7-10-FB)

7 Toward Inclusive Classrooms. NEA Teacher-to-Teacher Books. ($9.95) Six stories that show how students with special needs can learn with their peers. (#2903-8-10-FB)

8 Integrated Thematic Teaching. NEA Teacher-to-Teacher Books. ($9.95) Six stories from teachers who are successfully interweaving disciplines into a tapestry that makes the curriculum come alive. (#2909-7-10-FB)

9 Building Parent Partnerships. NEA Teacher-to-Teacher Books. ($9.95) Get this book if you want to explore new ways to involve today's families in their children's learning. (#2911-9-10-FB)

10 The Healthy School Handbook: Conquering the Sick Building Syndrome and Other Environmental Hazards In and Around Your School. Norma L. Miller, ed. ($21.95) Find out how sick building syndrome affects teaching and learning—and what you can do about it. (#1863-X-20-FB)

This month's rankings are based on last month's sales for all books and materials published by the NEA Professional Library, a service for all 2.2 million NEA members financed solely by the sale of books and other professional development materials to the education community.

How To Order

To order any NEA Professional Library bestseller—or to receive a free catalog of Professional Library titles—call

800/229-4200

The prices listed are NEA member prices. A shipping/handling charge will be added to each order.

AMERICANS: YOU'RE PROBABLY NOT SAVING ENOUGH FOR YOUR RETIREMENT

Household Savings Rates

Percentage of disposable household income

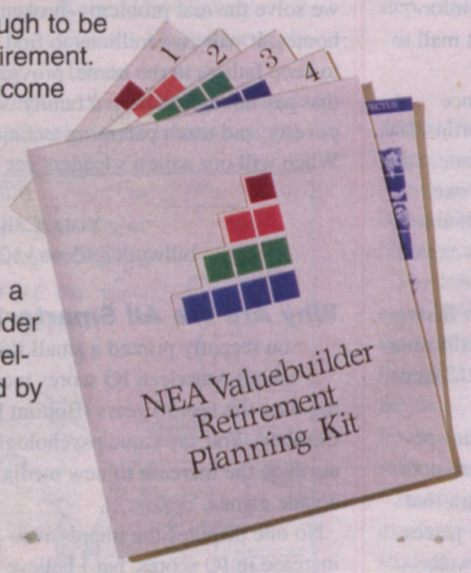
	Belgium	Japan	Italy	France	Germany	USA
1993	21.0	14.7	15.8	13.8	12.3	4.6
1994	19.8	15.2	14.8	13.3	11.7	4.2
1995	19.8	16.3	13.6	14.0	11.3	4.5

Source: Organization for Economic Cooperation & Development

Money magazine says,
"...if you're like most Americans...you won't put enough aside."*
Plan for more security by calling for your
FREE NEA Valuebuilder® Retirement Planning Kit today.

The fact is, many Americans won't save enough to be able to maintain their standard of living during retirement. Be sure to make the right plans now to have the income you'll need in the future. Call today for your free NEA Valuebuilder Retirement Planning Kit to find out just how easy it is to plan for all the retirement money you need.

Your free kit will help you set your retirement goals and invest to meet them – so you can have a retirement you can truly enjoy. The NEA Valuebuilder Annuity Program is a tax-advantaged annuity developed especially for NEA members and sponsored by the NEA.



To receive your free, no-obligation Retirement Planning Kit, call toll free

1-800-637-4636

(Monday-Friday, 8 am-8 pm; Saturday 9 am-1 pm, ET).

*_Money_ magazine, Nov., 1993

NEA Valuebuilder® Annuity

nea Member Benefits

NATIONWIDE INSURANCE
Nationwide is on your side

For more complete information about the NEA Valuebuilder® Annuity, including charges and expenses, you may obtain a prospectus from NEA Member Benefits, P.O. Box 576, Oakland, MD 21550-9972. Please read the prospectus carefully before you invest or send money. The general distributor for the NEA Valuebuilder is Nationwide Financial Services, Inc., Columbus Ohio. Nationwide Financial Services and Nationwide Life are both subsidiaries of Nationwide Corporation, a financial services holding company. The Internal Revenue Code prohibits certain distributions attributable to salary reduction contributions before an individual reaches the age of 59½, separates from service, dies, or becomes disabled or experiences a hardship as defined by the Code. Nationwide® is a federal service mark of Nationwide Mutual Insurance Company.

VBNT0197

Blank Page
Intentionally
Inserted by
GWU Special
Collections

Find Out

What All NEA Members Should Know About Nursing Home and Home Health Care Insurance.

To receive more information on the *Nursing Home & Home Health Care Insurance Coverage*

Endorsed by the
National Education Association

MAIL THE POSTAGE PAID CARD TODAY!

Insurance policies underwritten by
Life Investors Insurance Company of America

NEA 134

Please send me information on

Nursing Home & Home Health Care Coverage

❑ **I am an NEA Member** ❑ **I am a spouse of an NEA Member**

Name_____(circle) Mr./Mrs./Ms.

Address_____

City_____State_____Zip_____

Date of Birth_____Spouse Date of Birth_____

AN INSURANCE AGENT WILL CONTACT YOU.
Insurance policies underwritten by
Life Investors Insurance Company of America

NEA 134 RC

LTNT0197

Underwritten by Life Investors Insurance Company of America Home Office: Cedar Rapids, Iowa. Administrative Office 2705 Brown Trail, Suite 400, Bedford, Texas 74021, phone: 1-800-325-5823. Policy Series LI-LTCP-192. In Idaho LI-LTCP (ID) 894. In Ohio LI-LTCP (OH) 695. In Pennsylvania LI-LTCP (PA-FR) 195. Not available in all states. This ad does not apply to Texas & Florida residents.

For immediate information call:

1-800-524-9902

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 4441 DALLAS, TX

POSTAGE WILL BE PAID BY ADDRESSEE

LIFE INVESTORS INSURANCE COMPANY
PO BOX 709000
DALLAS TX 75370-9935

NOW AVAILABLE!

NURSING HOME & HOME HEALTH CARE INSURANCE COVERAGE

Endorsed by the
National Education Association

Individual Nursing Home Home Health Care Insurance for NEA Members and Their Families

To receive more information ***absolutely free*** mail the postage paid card TODAY!

Insurance policies underwritten by
Life Investors Insurance Company of America

NEA 134

Please send me information on

Nursing Home & Home Health Care Coverage

❑ **I am an NEA Member** ❑ **I am a spouse of an NEA Member**

Name_____(circle) Mr./Mrs./Ms.

Address_____

City_____State_____Zip_____

Date of Birth_____Spouse Date of Birth_____

AN INSURANCE AGENT WILL CONTACT YOU.
Insurance policies underwritten by
Life Investors Insurance Company of America

NEA 134 RC

LTNT0197

Underwritten by Life Investors Insurance Company of America Home Office: Cedar Rapids, Iowa. Administrative Office 2705 Brown Trail, Suite 400, Bedford, Texas 74021, phone: 1-800-325-5823. Policy Series LI-LTCP-192. In Idaho LI-LTCP (ID) 894. In Ohio LI-LTCP (OH) 695. In Pennsylvania LI-LTCP (PA-FR) 195. Not available in all states. This ad does not apply to Texas & Florida residents.

For immediate information call:

1-800-524-9902

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 4441 DALLAS, TX

POSTAGE WILL BE PAID BY ADDRESSEE

LIFE INVESTORS INSURANCE COMPANY
PO BOX 709000
DALLAS TX 75370-9935